Alabama Commission on Higher Education

Boards of Trustees Report

Volume Two

Progress Toward Statewide

Goals For Alabama Higher Education

December 2005

Complied for dissemination to the Governor and Legislature

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ALABAMA COMMISSION ON HIGHER EDUCATION

BOARDS OF TRUSTEES REPORT

VOLUME TWO

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ORWARD

Historically, the most salient characteristic of a public institution of higher education has been that of offering affordable access to higher education to any citizen qualified to enter. All of Alabama's thirty-nine (39) public institutions of higher education were founded in part, to fulfill this worthwhile public purpose.

From time to time, it is important for policymakers and educators to re-examine the relationship between state government and public higher education and ask: Does public higher education provide a substantial return on investment of public funds? To that end, it behooves the Alabama Commission on Higher Education to present evidence about Alabama's higher education performance to the Governor, the Legislature, and the public. The Boards of Trustees Report: *Progress Toward Statewide Goals for Alabama Higher Education, Volume Two* is the second in a series of performance reports by the eleven (II) autonomous boards of trustees that govern Alabama's public institutions. These reports measure the degree to which progress has been made toward long-range, overarching, statewide goals within the context of institutional missions and available financial resources. Alabama's statewide goals include: *Access, Cooperation, Quality, Resources, and Workforce Development* and are outlined in detail in the State Plan for Alabama Higher Education 2003-04 to 2008-09.

Alabama's residents are best served by a broad array of postsecondary education providers. As these compiled reports indicate, Alabama's public institutions offer rich and diverse postsecondary education choices to our citizens. Individually, these institutions are transparent and accountable. Collectively they drive sustainable economic development in this state.

Alabama Council of College and University Presidents

Boards of Trustees Reports Progress Toward Statewide Goals for Higher Education Volume Two

December 16, 2005

The enclosed reports by the 11 Boards of Trustees that govern Alabama's public institutions of higher education are submitted in partial fulfillment of the Alabama Commission on Higher Education's Accountability Agenda for implementation of the *State Plan for Alabama Higher Education 2003-04 to 2008-09*.

Alabama's public institutions of higher education benefit the state in several ways. They provide the opportunity for a better, fuller life to their students. A college education prepares students to be more informed and more productive citizens of the state.

The institutions are catalysts for economic development in the state. Through their research mission, the institutions uncover new knowledge that is used in developing and expanding Alabama businesses. Through their service mission, the institutions lend their expertise and leadership to both public and private organizations.

Alabama's public institutions of higher education also help meet the health care needs of the state. The institutions train health care professionals, operate hospitals and clinics, and help educate the general population about healthier ways of living.

The State Plan for Higher Education 2003-04 to 2008-09 established goals for Access, Cooperation, Quality, Resources, and Workforce Development. The enclosed reports document the significant contributions of Alabama's public institutions of higher education toward realizing those goals during the period July 1, 2004 through June 30, 2005. The Council recommends that the information contained in these reports be disseminated to the Governor, the Alabama Legislature, and the citizens of the state.

V. Gordon Moulton
V. Gordon Moulton
Chair

VGM:fph

Enclosures

ALABAMA A&M UNIVERSITY

Alabama A&M University

Board of Trustees



Report to

The Alabama Commission on Higher Education

November 1, 2005

ALABAMA A&M UNIVERSITY BOARD OF TRUSTEES REPORT TO THE ALABAMA COMMISSION ON HIGHER EDUCATION (STATE PLAN FOR ALABAMA HIGHER EDUCATION 2003-4 TO 2008-9)

Goal 1 – Access: Elevate the educational attainment of all citizens

With its mission of providing educational opportunity to capable students with emphasis on those who have experienced limited access to education, Alabama A&M University continues to focus on excellence in education. Our Fall 2005 enrollment consisted of 6,182 students, 88.5% of whom were African Americans, which indicates that Alabama A&M University provides a vital role in elevating the overall educational attainment of the citizens of Alabama with a particular impact on minority populations. In the 2004-5 academic year, Alabama A&M University awarded 932 degrees including 600 baccalaureate, 312 masters, 7 educational specialist, and 8 doctoral degrees. This constitutes an increase in every category over the degrees awarded for the 2003-4 academic year. The number of degrees awarded by Alabama A&M University in a period encompassing the last ten years has been 9,636. Each of these represents an individual but it is the combined impact on the population and economies of Alabama that is the most significant if the compounding effect in enhancing the economic and technological base of the state is considered. For example, Alabama A&M University's teacher education graduates are employed in urban and rural school systems throughout the State. In Madison County, the home of Alabama A&M University, nearly eighty percent of all teachers in the city and county school systems have received one or more degrees from Alabama A&M University. The quality of our program in teacher education is a testimony to the quality of the elementary and secondary programs in the city and county systems. The high rankings of the county and city school systems are a major factor in attracting business and industries to this area. A point of fact is that of the four finalists for the coveted Alabama Teacher of the year award of 2005, two received either the master's or baccalaureate degree from Alabama A&M University.

The enrollment of Alabama A&M University has grown over the last five years increasing 11.9% indicating that the value of its programs and educational offerings is recognized. This enrollment also represents a significant portion of the population underrepresented in higher education with the African American minority percentages in the last five years consistently ranging from 86% to 89%. Not only has the enrollment increased, but the academic qualifications of the incoming students has also been increasing with average comprehensive ACT scores of our incoming freshmen rising from 17.10 in Fall 1999 to 18.11 in Fall of 2005. The enrollment growth indicates the critical role that Alabama A&M University plays in providing a viable educational environment for minorities to achieve success and the increase in academic qualifications is a reflection of the growing reputation for quality programs and effective learning environment. Further, with the growing number of Hispanics in the North Alabama area, the University is moving ahead to implement programs and services to attract and meet the needs of this population.

While attending to meeting the needs of the more traditional student, Alabama A&M University is mindful or the growing population of nontraditional students. In order to meet the needs of

non-traditional and the changing needs of traditional students, Alabama A&M University uses a variety of flexible delivery systems and distance learning technology. Through the University's local TV Station Channel 78, students have access to general education courses in mathematics, English and reading. Distance learning classes are offered in agriculture, family and consumer sciences, biology, plant and soil science, and community planning at the graduate and undergraduate levels. Further, several degree programs may be completed using the evening and weekend programs; these include human development and all of the master's level education programs. All of the Technology Education programs at the master's level are offered online. Through the State Transfer and Articulation System (STARS), Alabama A&M University participates with the Junior College System to facilitate the ease of transfer and acceptance of courses for the completion of the four year degree. Additionally, articulation agreements exist with the University of Alabama in Huntsville for Biology, Art, and Engineering.

Through its program of research based non-formal education as implemented through the Alabama Cooperative Extension System, Alabama A&M University reaches thousands of Alabama citizens with programs designed to improve their quality of life. Many programs lead to various certifications or certificates of participation.

Goal 2 – Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities

Alabama A&M University operates with a three-fold mission of teaching, research and service. The University provides leadership for the Urban and New Nontraditional Program of the Alabama Cooperative Extension System. Through programs of youth development, nutrition and nutrition education, financial management, horticulture, animal science, domestic violence, forestry, career development, and community economic development; more than 500,000 Alabamians participate in educational, social, cultural, and economic training activities. The programs are carried out through business, industry, education, social, civic, and government partnerships at the community, the local, regional, and state levels.

The research programs of Alabama A&M University are models of private sector, business, government and K-12 collaborations and partnerships. The Physics research programs are usually collaborative with the University of Alabama Huntsville and NASA. The collaborative working relationship created by the Agricultural Research Alliance between Alabama A&M, Auburn and Tuskegee universities has been highly productive in identifying and addressing research needs of the State in the agricultural sciences. Through such partnerships and many others, the University attracts approximately thirty million dollars to the local economy and region. Equally important is the fact that the research addresses, in many instances, some of the most critical needs of the citizens of the State.

Alabama A&M University is also helping to alleviate a critical need not only in Alabama, but also nationwide producing trained minority professionals with advanced degrees in underrepresented disciplines such as Food Science and Technology (15 MS, 7 PhD); Plant and Soil Science (29 MS, 15 PhD); Computer Science (70 MS); Technology (31 MS); Biology (45 MS); and Physics (20 MS, 20 PhD) in just the last five years. In July of 2005, Alabama A&M

University achieved accreditation for its Computer Science program from the Accreditation Board for Engineering and Technology (ABET), thus ensuring a continued resource for well-trained graduates for the technology sector in the region. North Alabama is a center for technology based industry and is being directly supported by the production of minority engineers with bachelor's degrees (6 in Civil Engineering, 24 in Electrical Engineering, and 16 in Mechanical Engineering in 2005). For the last five years, Alabama A&M University has awarded 25 civil engineering, 88 electrical engineering, and 39 mechanical engineering degrees to minority students. Equally important is the need to address under-representation in the natural sciences.

In addition to educating professionals in the scientific and technological areas where there is an under-representation of minority professionals, the University continues to be a major producer of social workers, accountants, psychologists, speech pathologists and teacher educators, to name a few. Through partnerships with organizations and groups such as the juvenile justice system, boys and girls club, senior centers, and faith-based organizations, the University is involved with programs such as the head-start certification training program, science in motion, upward bound and special service, career opportunities centers, 'legaleaze' for elderly citizens, and community technology building for rural areas.

Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

Strong evidence of the commitment that Alabama A&M University has for ensuring quality under the state's mandate was provided in the outstanding achievement in December of 2004 of the University receiving reaffirmation of accreditation and full acceptance of its Quality Enhancement Plan (QEP) entitled, "Blueprints to Excellence: Enhancing Academic Support Services and the Campus Culture" with no recommendations by the Southern Association for Colleges and Schools (SACS). This unparalleled achievement was the culmination of three years of effort to assess and evaluate the effectiveness of the university's programs and services with a focus on the first two years. The end results were the articulation and formulation a vision for sustaining and enhancing quality learning for our students. (See Attachment A: Summary Goals of the QEP. Detailed document may be found at aamu.edu). Further external confirmation of the quality of the University's strategic effectiveness, and quality enhancement plans occurred with Alabama A&M University receiving the outstanding planning documents award from the Southern Association for Institutional Researchers in 2004.

The university engages in systematic review of its programs and assesses learning outcomes using a variety of approaches at all levels of the curriculum. Through a one and a half year assessment of the organization, administration, processes, procedures and program content of our freshman and sophomore general education program offerings and administration, the data revealed the need to reshape the programs. The goals and objectives of the QEP is a demonstration of the utilization of assessment results to improve program quality and student learning. The efficacy of the freshman core and the general education curriculum is assessed using the university "entry to exit" system. This incorporates extensive testing during JumpStart (The initial student transition from high school to college program.) to assure appropriate

placement and establish benchmarks for academic comparison using COMPASS, which measures skills in reading, writing, and mathematics at the end of the freshman year. AAMU also administers CAAP, which evaluates and benchmarks reading, writing skills and essay, mathematics, sciences, and critical thinking at the end of the sophomore year.

Institutional planning also conducts research on aspects of university educational effectiveness through examination of the effects of classroom size, placement and follow-on course performance, and factors which impact retention.

Goal 4 – Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

Alabama A&M University operates and serves, with a 2005-06 budget of \$112,561,842, 6,182 students and approximately 1000 employees. Only 33.2% of the budget for Alabama A&M University is received through state appropriation. Thus, for every dollar received from the state, the University generates five plus dollars. The economic impact to the local and regional economy is several hundreds of thousand of dollars.

Alabama A&M University insures that it is effectively using its financial resources to support the university's mission and goals by continued use of its new planning and budgeting system adopted prior to the 2004-5 fiscal year and used for the second time this year. The system documents goals, assessment measures, and outcomes of every budgetary unit on campus and links those goals to the budgeting process to insure accountability. It also documents actual outcomes, how the assessment has been used to improve programs and services at the university, and resources needed. Budgetary information in this system includes not only the requested budget for each unit, but also annual projections for four years from that point to aid in future planning. The assessment and outcomes information is in turn used as the basis for future allocations and provides the foundation for reallocation decisions made by the Planning and Budgeting Council.

The faculty of Alabama A&M University also actively seek grant and contract support to augment its research activity in support of statewide goals. In total during 2004-5, \$28,121,859 was brought into Alabama A&M University through grants and contracts.

Of equal importance is the Alabama A&M University Agribition Center that hosts education and civic activities; the Alabama A&M University Research Institute providing research and development activities for government and industry; the Technology Integration and Application Center designed for research and development in nanotechnology application; and the Alabama A&M University Research farm for the support of small agribusinesses and related industries.

The University has aggressively sought to acquire equal treatment in funding from the state that is comparable to other institutions. While there have been some gains, the institution will continue to raise awareness at the state level and to appropriate state agencies regarding funding inequities.

Goal 5 - Workforce Development: Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

Through broader University engagement, specialized activities that address education, economic, social, business, and technology transfer areas are facilitated through but not limited to the following centers:

Alabama A&M University Research Institute- The mission of Alabama A&M University Research Institute (AAMURI) is to pursue, negotiate, and enter into contracts to promote and aid in the fulfillment of educational functions of Alabama A&M University by which publications, discoveries, and inventions for the advancement of science and education.

Center for Entrepreneurial and Economic Development- Starting Businesses, Obtaining Funds to Start Micro-Businesses, Preparing Business Plans, Developing Loan Applications, Electronic Data Interchange (EDI), Business the Paperless Way, Bookkeeping and Record Keeping Procedures, Identifying Customers, Resources and Support for Small Businesses

Center for Hydrology, Soil Climatology, and Remote Sensing- In collaboration with NASA, this Center conducts research on measurement/modeling strategies using low resolution satellite microwave data to derive soil moisture data and techniques for measuring soil moisture to facilitate ground truth and model validation. The Center also deals with utilization of air-borne data in land use classification, geographic information system (GIS), aerial photo interpretation and mapping of natural resource management applications, vegetation mapping, soil classification/management, watershed management and remote sensing.

Plant Science Center- cropping systems, sustainable agriculture, agronomy and horticulture, seed science center for Urban and Rural Research- Researchers work with public and private agencies on needs assessments and research requirements; document community trends through the analysis of social, economic, population and educational indicators.

Executive Development Program- Integrated Series of Management Development Modules Tailored to Local Area Government, Business, and Industry Managers.

Reading Literacy Center- To train reading/literacy professionals to be leaders in the field. These educators will serve to improve reading and literacy for individuals of varying reading abilities and achievement levels at the P-12 and adult levels by teaching, conducting research, performing and monitoring clinical applications, and providing professional development.

Attachment A: Summary QEP Goals and Objectives

Goal One - To improve mechanisms for placing, characterizing, and educating the whole student with a focus toward the successful development of competent graduates prepared to attain excellence in professional life.

Objectives:

- 1. Restructure University College with a view toward
 - a) Better integration of its multiple functions
 - b) Amalgamation of all tutoring services under one leadership
 - c) Revision of the survival skills courses
 - d) Examination, assessment, development and placement of incoming freshmen,
 - e) Comprehensive and integrated academic advising system
 - e) Expansion of the intrusive retention service to a more proactive preventative stance than its current reactive approach to students on probation
- 2. Integrate the University student databases to insure accuracy and consistency and for use in development of a model capable of indentifying students who are most at risk of non-retention
- 3. Develop and "Academic Auditing System" to insure that
 - a) The student is appropriately advised or counseled before registering for classes.
 - b) The student enrolls in classes that are appropriate for his or her placement level
 - c) The student takes prerequisite classes before taking more advanced classes.

Goal Two - To improve the campus culture to embrace diversity and the arts, foster scholarly attainment; and promote mature, society-conscious behaviors among all the parts of the university family.

Objectives:

- Establishment of a "scholartorium" where students, faculty, and staff engage in scholarly activities in an informal setting. This structure is designed to enhance student performance, using the center approach.
- Design and create a "Bulldog Den" as a center for dialog, communication, sharing, good fellowship, and scholarly exchange within the scholartorium.
- 3. Establish an Eminent Teaching Roundtable to foster an environment where innovations in teaching are recognized and rewarded.
- 4. Develop and construct an actual and virtual "events kiosk" as a means of enhancing communication on campus.
- Enhancing perceived friendliness and helpfulness of student services, financial services, research and development, and academic affairs staff via customer service workshops.
- 6. Fostering a campus "ethos" which promotes student learning by creating a safe environment with respect to security and management of pedestrian and vehicular traffic, and furthermore, fosters and ethical sense of campus ownership by students that does not tolerate violence, theft, and abuse of the facilities.

ALABAMA STATE BOARD OF EDUCATION

STATE PLAN FOR ALABAMA HIGHER EDUCATION 2003-04 to 2008-09

TRUSTEE REPORT

BY THE ALABAMA STATE BOARD OF EDUCATION

November 1, 2005

ALABAMA'S PUBLIC TWO-YEAR COLLEGES

MISSION STATEMENT

The Alabama College System, consisting of public two-year community and technical colleges and an upper division college, seeks to provide accessible quality educational opportunities, promote economic growth, and enhance the quality of life for the people of Alabama.

MEMBERS OF THE ALABAMA STATE BOARD OF EDUCATION

Governor Bob Riley, President Mrs. Sandra Ray, District 7, Vice President Mr. Randy McKinney, District 1, President Pro Tem

Mrs. Betty Peters, District 2

Mrs. Stephanie Bell, District 3

Dr. Ethel H. Hall, District 4

Mrs. Ella B. Bell, District 5

Mr. David F. Byers, District 6

Dr. Mary Jane Caylor, District 8

GOAL 1 – ACCESS

Access to postsecondary education and training is an essential element of the mission of Alabama's public two-year colleges as adopted by the Alabama State Board of Education (the Board). Greater access to educational opportunities is one of the Board's major goals. The Board's leadership has resulted in a reduction in the number of colleges within the System, while maintaining and even increasing student access to educational programs. In June 2005, the merger of Bessemer State Technical College and Lawson State Community College was approved by SACS and the Board. The System is now composed of 21 community colleges, 4 technical colleges, and one senior college, down from 43 colleges in 1985. The reduction in the number of colleges benefits the goal of access by reducing duplication and investment in administration costs and redirecting resources to instructional programs in order to keep tuition affordable. In addition, the Alabama College System provides a variety of special training vehicles which offer both credit and non-credit formats. Alabama ranks eighth among sixteen southern states in population per two-year college. However, access initiatives focus not only on availability of postsecondary education, but also on affordability of postsecondary education, user-friendly services, and scheduling.

Public two-year colleges, at the direction of the Board, have improved access by enhancing student support services such as assessment, placement, counseling and advising, retention, and remediation. Particular emphasis is placed on student financial assistance. As a result, 60 percent of public two-year college students in Alabama receive financial assistance. The Board has placed similar special emphasis on assisting Alabama's growing Hispanic population, with a consequent 35 percent increase in the enrollment of Hispanic students over the last five years. The racial makeup of students enrolled in the two-year colleges mirrors the state's demographics. More than 30 percent of students are minorities, indicating that Alabama's two-year colleges are an educational pathway for overcoming historic inequities in educational attainment.

To further enhance access, electronic learning centers have been established at all two-year college campuses for distance delivery of postsecondary education and training. Athens State University, the senior two-year institution, will make four complete business degrees available through distance learning beginning in January of 2006. Enterprise-Ozark Community College and Jefferson State Community College are part of the Sloan Consortium of SREB institutions providing distance education. Every college in the System has increased its use of technology to deliver instruction to make postsecondary education more accessible to working adults and those facing transportation dilemmas. Similarly, creation of statewide common calendar parameters, a common course numbering system, common course titles for lower division courses, and common course competencies for career technical courses enhance access to postsecondary education for Alabama's citizens. In addition, the use of more flexible, non-traditional scheduling has resulted in increased access to courses and training opportunities for working adults, those with family responsibilities, those lacking traditional support and those lacking transportation. The Board is mindful of the fact that Alabamians travel an average of 42 miles to attend a two-year college, compared to a national average of 25 miles. This makes distance learning and flexible scheduling critical for access.

Affordability is another key access factor. For the second year in a row, the Board maintained tuition and fees at the same level. High fuel prices and related living expenses impact lower income families disproportionately. Avoiding tuition increases is critical for keeping college within reach of more economically vulnerable citizens.

Presently, 54.7 percent of all college undergraduates in public institutions in Alabama attend two-year colleges. With an average age of 27.9, 95 percent of two-year college students are from Alabama. This year, through its college, workforce training and adult education programs, Alabama's two-year college system served 316,090 people. Nearly 130,000 were served through credit programs, and an additional

67,165 through non-credit programs offered by the colleges. The Board is aware that the avenues of access provided by the two-year college system's special training vehicles are critical to Alabamians and to the economic health of the state. The Alabama two-year college system's Focused Industry Training Program and its LIFE Tech Program provided training for over 2,000 individuals. The Adult Education/GED Program, now a part of the Alabama two-year college system and its workforce development effort, served nearly 38,000 Alabamians. The two-year college system's Skills Training Centers provided training to more than 12,000. The Alabama Fire College, part of the two-year college system, provided training for 43,178 Alabamians. The Alabama Industrial Development Training Institute and the Alabama Technology Network provided training for nearly 30,000 Alabama citizens.

GOAL 2 – COOPERATION

The Board understands that the mission it has established for the state's two-year college system cannot be attained without the leveraging of resources through cooperation. Consequently, the Board actively leads the effort to foster cooperation among the components of its own two-year college system, between the two-year college system and high schools, between the two-year college system and four-year colleges and universities, and between the two-year college system and the business community.

A system of inter-institutional agreements has been implemented to address skills shortages and the need for high-wage job training through the two-year colleges at any location in the state. The creation of BuildMobile, an intensive, non-traditional welding program created through a partnership among Enterprise-Ozark Community College, Bishop State Community College, Southern Union Community College, AIDT, and the shipbuilding industry, is an excellent example of this effort. Hundreds of area residents have been trained and employed, and the program has been expanded to provide training to meet additional skills shortages in the shipbuilding and aviation industries.

The Board has been requested by the Governor, its chair, to play an increasing role in addressing the state's prison overcrowding problem by providing education and training opportunities to help alleviate the crisis. The Chancellor, Roy W. Johnson, serves on the Governor's Task Force on Prison Overcrowding, and the resources of the colleges are being utilized to carry out the task force recommendations. The LIFE Tech program, piloted last year with female parolees, will be expanded to establish several LIFE Tech transition centers for male prisoners preparing them to enter the workforce upon parole. LIFE Tech is a model program designed specifically as a residential program for parolees to receive job readiness assessment, pre-employment skills training, short-term intensive career technical training, workplace skills and competencies certification, and adult education and GED attainment. The cooperation of J. F. Ingram State Technical College, the Alabama Adult Education Program, and the Alabama Board of Pardons and Paroles resulted in the creation of LIFE Tech last year.

Thirteen Alabama two-year colleges have partnered with the Economic Development Partnership of Alabama to form a microelectronics consortium which focuses on preparing the workplace for employment in the microelectronics and semiconductor industries. Through the development of curriculum, specialized professional development for faculty, and external funding to enhance the effort, this consortium has helped ensure that all electronics programs in the two-year college system meet or exceed the requirements of the microelectronics industry.

The Board has fostered cooperation with high schools by establishing policies encouraging enrollment of accelerated high school students in baccalaureate degree creditable classes within Alabama's two-year college system. Last year 1,288 accelerated high school students benefited from this cooperative effort. Similarly, a comprehensive dual enrollment program has been implemented in the two-year college system, allowing high school students to be concurrently enrolled in high school and baccalaureate degree creditable courses. Last year 6,583 high school students benefited from this cooperative effort. The Board has undertaken the Early College Enrollment Program (ECEP), a special initiative which extends the early

college enrollment concept to high school career technical students seeking to enter college-level career technical courses. ECEP was successfully piloted this year, and more than one hundred students are participating at six different colleges. ECEP is a collaborative partnership between local school systems and community and technical colleges.

The Board has fostered cooperation between high schools and the two-year college system's Adult Education Program. This cooperative program, the Alabama Alternative High School Diploma Program, permits high school students who fail the Alabama High School Graduation Examination to pursue the GED through the two-year college system's Adult Education Program as an alternative. If they complete the GED while still enrolled in high school, they are issued a high school diploma, otherwise they receive the GED.

The Board's commitment to two- and four-year college cooperation is perhaps best symbolized by the ongoing effort to support and utilize the articulation agreement between two- and four-year colleges to ensure the seamless transfer of community college credit hours toward achievement of the bachelor's degree. The STARS guide which creates the transfer contracts for community college students is an excellent tool, and a symbol for the cooperation between two- and four-year colleges. More than 250,000 community college students have received STARS guides, guaranteeing successful transfer.

Another excellent example of two- and four-year college cooperation is the Alabama Community College Leadership Academy. The Academy is a cooperative effort between The University of Alabama and Alabama's two-year college system. It is a certificate program for dynamic community college leadership designed to prepare future Alabama community college leaders, and to promote active partnership within postsecondary education. Nearly 150 community college leaders have completed the Academy over the last six years. The Board is also pleased by the two- and four-year college partnership between The University of Alabama and eight two-year colleges which provides a convenient pathway for Registered Nurses to complete a bachelor's degree. This partnership utilizes on-line learning and meets a critical need in nursing education and workforce shortages.

Two- and four-year college cooperation is an important element of one of the newest training vehicles to fall under the two-year college umbrella, the Alabama Technology Network (ATN), which became part of the Alabama College System last year. ATN now has 14 centers, most located on two-year college campuses, delivering technical assistance to businesses and incumbent worker training to employees, drawing from the expertise of community colleges and the University of Alabama, Auburn University, and the University of Alabama at Huntsville for the provision of highly technical training and technology transfer. This cooperative effort enables Alabama's existing industry to be globally competitive.

GOAL 3 – QUALITY

At the Board's direction, all community colleges within Alabama's two-year college system are fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. All technical colleges within the two-year college system are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or by the National Council on Occupational Education, a national accrediting body fully recognized by the U.S. Department of Education as an accrediting agency.

As an indicator of quality, in October, a total of \$13.8 million in competitive U.S. Department of Labor training grants was awarded to seven colleges (Calhoun Community College, Enterprise-Ozark Community College, Northwest-Shoals Community College, Snead State Community College, Trenholm State Technical College, Wallace Community College-Dothan, Wallace State Community College-Hanceville), within The Alabama College System. Alabama's two-year colleges received more funding

than any other state in the competitive process. The training and education grants are focused on healthcare education and training for the automotive manufacturing and aviation industries.

In addition to these institutional indicators of quality, 42 separate institutional programs offered within the two-year college system are licensed or certified by professional or governmental entities, in order to ensure their continued quality. A new curriculum development project underway in the two-year college system will standardize the curricula and the competencies of all academic, health and career technical programs in Alabama's two-year colleges, to ensure quality, support the articulation agreement, and meet industry standards. The nursing program led the way. A standardized nursing curriculum was completed last year, and was implemented across the System this fall. This is a most appropriate point to begin this effort since Alabama's two-year colleges produced 98 percent of all new practical nurses and 55 percent of new registered nurses in Alabama in the last three years. The average performance of two-year college nursing students exceeds both the state and national average pass rates on the NCLEX. In 2005, six community colleges (Central Alabama Community College, Bishop State Community College, Faulkner State Community College, Gadsden State Community College, Lawson State Community College, and Shelton State Community College) had 100 percent pass rates on the NCLEX for registered nurses, and four (Central Alabama Community College, Faulkner State Community College, Southern Union Community College, and Snead State Community College) had perfect pass rates on the licensed practical nursing NCLEX.

Under the Board's leadership, the quality of education at Alabama's community colleges produces competitive, measurable student outcomes. For example, community college transfer students passed the Teacher Basic Skills Test at the same rate as those who started their degrees in four-year institutions, students who completed career technical course work passed licensure and certification tests at a rate of 89 percent, and 70 percent were immediately placed in employment.

The Quality, Performance and Accountability Project, initiated last year under the Board's stewardship, has produced two new tools for college management, quality measurement, and continuous improvement. A new institutional management plan, implemented this fall, creates a new format based on a three-year planning cycle that is designed for follow-up and focus on opportunities for improvement. The new College Accountability and Performance Profile (CAPP) will be used to evaluate college performance beginning in spring 2006. CAPP is an annual performance snapshot that will focus on ten key indicators of educational quality based on outcomes of graduates who transfer to four-year colleges, graduates' job placement, success of student advisement and developmental courses, and financial accountability. College administrators and staff are being trained this fall to ensure that data will be uniformly collected from all colleges for the profile. CAPP is directly tied to the new institutional management plan format. The new system will allow rapid identification of, and response to, shortcomings, as well as rapid identification of best practices which can be shared across the two-year college system.

All faculty in the two-year college system must meet the standard of excellence in credentialing established by the Board. Faculty teaching baccalaureate creditable courses must have at least a master's degree and 18 graduate hours in the teaching field. Faculty teaching in occupational fields for which college degrees are not available must have at least an associate's degree, specialized coursework equivalent to the career technical program in question, and three years of successful full-time experience as a practitioner in the occupational field. Each year, the Board mandates a three-day program of intensive professional development for two-year college faculty, with specific subject matter tracks. Approximately 1,400 employees attended in 2005.

In order to continue to insure quality of education, under the Board's leadership the Department of Postsecondary Education has developed the Instructors Skills Enhancement Training Program (ISET) which will become a regular mechanism for professional development for instructors across the System. ISET is being piloted with instructors at Shelton State Community College and the Fire College now, and

will be continuing its expanded emphasis on quality in spring 2006. The Board has overseen a concerted focus on the quality and outcomes for developmental education this year with the creation of the Developmental Education Task Force drawing on the expertise and concerns of faculty across the System. A Developmental Education Summit was held this fall involving instructors and administrators from every college in multiple professional development tracks focused on developmental education.

Nineteen institutions in the two-year college system are active participants in the League for Innovation in the Community College, and 14 are members of the prestigious National Institute for Staff and Organizational Development. The strong emphasis on student excellence in Alabama's two-year colleges is reflected in the nearly 2,500 Alabama two-year college students who have been inducted into Phi Theta Kappa, the international two-year college academic honor society.

GOAL 4 – RESOURCES

The Board seeks to collaborate with citizens and constituent groups to improve state funding for postsecondary education. To that end, the Chancellor has led the effort to communicate the needs of Alabama's two-year colleges through numerous appearances across the state over the last year. Specific and targeted communication to the administrative and legislative branches of government is an integral part of the effort to inform decision makers about the financial and economic impact of diminished resources, and the critical need for additional resources. Formal presentations as well as individual meetings have served to further position the two-year college system for the 2006 budget cycle.

The Board believes that increased efficiencies and maximization of resources are vital to the improved financial operations of the two-year colleges. Among the many achievements in this area, a few are highlighted here. Outstanding audit performance as documented by the state examiners assures the public that two-year colleges are good stewards of public funds. Internal directives to presidents regarding budget preparation and contingency balances have served to strengthen the financial position of two-year colleges resulting in excellent bond ratings and enhanced external financial opportunities. Hands-on technical assistance to college business offices and attention to qualified staffing have improved performance. Direction and increased oversight in facilities planning have resulted in quality instructional facilities for Alabama's citizens.

The Board views collaborative efforts to share resources as essential. Joint-use facilities that bring together education and workforce training have been renovated and designed all over the state bringing service entities under one roof to increase efficiency and effectiveness. The financial impact is paramount in such decisions, and rent and administrative overhead are not assessed to partners. Collaboration also occurs in the financial and resource arena through joint professional development provided by the chief financial officers association of the two- and four-year institutions, sharing best practices and financial issues.

As a result of strong financial management, The Alabama College System was able to keep tuition levels steady this year, so that students experienced no increase in their financial burden. As fuel costs increase, and students experience the subsequent higher costs of living, the Board is committed to holding the line on tuition and fees to maintain the affordability of college for students. The Alabama College System has received unprecedented federal funding with competitive grants to strengthen and diversify the revenue streams for the colleges.

GOAL 5 – WORKFORCE DEVELOPMENT

Because 80 percent of new jobs available in the next few years will require postsecondary education, because occupations requiring some level of postsecondary education below the baccalaureate level will grow by 50 percent over the next five years, and because some level of postsecondary education is necessary to secure employment which pays a living wage, the Board has made workforce development a special priority for Alabama's two-year colleges. Nearly 43,000 Alabamians in over 2,400 Alabama businesses were served last year through customized training for business and industry offered by the two-year college system, with a 97 percent satisfaction rating. Over 40,000 received retraining assistance last year through the two-year colleges as a result of the Board's special program for that purpose.

The National Science Foundation granted \$3.5 million to five two-year colleges (Central Alabama Community College, Gadsden State Community College, Jefferson State Community College, Trenholm State Technical College, and Wallace State Community College-Hanceville) to create CARCAM, the Consortium for the Alabama Regional Center for Automotive Manufacturing, which will work closely with industry leadership to develop degrees and training programs to meet the specific high-tech workforce needs of automotive manufacturers and suppliers. CARCAM's five colleges are located in close proximity to the major automotive manufacturers and suppliers. This year, the Alabama Automotive Manufacturers Association instituted 30 annual scholarships for students at public two-year colleges pursuing automotive manufacturing training, an investment that clearly indicates the industry's confidence in the colleges' training programs.

The U.S. Department of Labor granted \$3.5 million for the Center for Manufacturing Innovation, a partnership that includes several of Alabama's community and technical colleges and Manufacture Alabama, the trade association representing manufacturers across the state. The project is based at Calhoun Community College, and it will offer the latest technical training in manufacturing technology through a short-term, modularized, competency-based format. The Center leverages the technical resources of specific two-year colleges; intensified basic instruction, pre-employment skills training and assessment offered through the Alabama Adult Education Program; and the resources of the Alabama Technology Network to meet the specific needs of Alabama's manufacturers. Industrial maintenance specialists are a critical need among the chemical, steel fabrication, automotive, plastics and pulp and paper industries in the state, and concerted efforts among colleges and AIDT are underway to help recruit students into industrial maintenance programs and develop curriculum to meet industry standards.

The two-year college system also offers Alabama's Focused Industry Training Program (FIT). This program is a career pathway for adults with limited education and employment experience. It provides training required for entry-level jobs through a full-time, intensive 400-hour small group process which combines instruction in pre-employment skills and manufacturing technology. The program culminates in a comprehensive examination, the passage of which results in the Alabama Certified Worker credential. The program, offered at 34 sites, has served nearly 1,500 Alabamians, 88 percent of whom passed the Alabama Certified Worker examination. Half of those completing the program have found jobs immediately after receiving certification, and another 30 percent have gone directly into higher-education level job training.

The Alabama Industrial Development Training Institute (AIDT), a part of Alabama's two-year college system, continues to be rated as a top workforce recruitment and training program in the nation by *Expansion Management* magazine. AIDT trained 25,813 individuals this year through 109 projects in 41 Alabama counties. AIDT services are provided at no cost to trainees. Since its inception, more than 250,000 Alabama workers have been trained by AIDT. AIDT is the first state workforce training organization in the United States to earn international certification for its quality management system. In August, SRI Quality System Registrar auditors certified AIDT's conformity to requirements specified in ISO 9001:2000 standards developed by the International Organization for Standardization (ISO). ISO is the source of quality and environmental management standards and some 15,000 international standards for business, government and society.

The two-year college system also operates three regional skills training consortia in north, central, and south Alabama, called collectively the Skills Training Centers. These consortia bring together all the resources of all the two-year colleges in the region to share in the provision of non-college specific short-term, non-credit skills training across the state. These Skills Training Centers provided workforce training to over 12,000 residents last year. In addition, the Skills Training Centers provide the staff for Alabama's one-stop Career Links, with 26 comprehensive one-stop centers, 18 satellite one-stop centers, and 3 community college one-stop centers across the state.

ALABAMA STATE UNIVERSITY

Alabama State University Actions to The State Plan for Higher Education

Submitted to

The Alabama Commission on Higher Education November 1, 2005

State's Plan

□ Goal 1 - Access: Elevate the educational attainment levels of all citizens.

- A grant from the Department of Education is providing assistance for Head Start teachers to earn a degree in Early Childhood Education and become certified as highly qualified teachers.
- □ The National Science Foundation awarded a grant to Alabama State University to provide opportunities for high school students to better prepare for college-level courses in mathematics and science. Pre-college students will also learn to use technology to enhance learning.
- Evening childcare services for young children are provided to enable parents to earn degrees.

State's Plan

□ Goal 2 - Cooperation: Offer relevant education programs that address economic, intellectual, and social problems by partnering with businesses, government, K-12, and private sector entities.

- Several enrichment programs in the arts, sciences, mathematics, and sports were offered for K-12 grades. Some K-12 teachers were hired to teach summer classes.
- □ Alabama State University's Psychology Department is working with several counties to offer abstinence programs and provide information to communities pertaining to HIV prevention.

ASU's Action(s) Cont'd

- The Economic Development Program, managed by the College of Business Administration, continues to offer workshops and technical assistance to small minority businesses to ensure opportunities for bids for economic sustainability.
- A service learning program is providing opportunities for students and faculty to form partnerships with community agencies and K-12 schools. Reciprocity is achieved by the university offering time and assistance while students are learning.

State's Plan

□ Goal 3 - Quality: Strengthen instructional programs, elevate and assess their effectiveness, and use the results to improve quality.

- The Office of Academic Affairs engaged several consultants to work with the faculty, staff, and students to conduct a thorough academic program review. One of the recommendations resulting from the review was to establish a College of Visual and Performing Arts, to include three departments: Department of Visual Arts, Department of Music, and Department of Theatre Arts.
- □ The Occupational Therapy Program received reaccreditation from the Accreditation Council for Occupation Therapy Education. The College of Health Sciences was notified in August of this action by the Council.
- □ The School of Music (now the Department of Music) began its self-study in preparation of an accreditation visit by the National Association of Schools of Music in 2007.

State's Plan

□ Goal 4 - Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

- □ Plans for new facilities on the campus include a building for The College of Education, Forensic Science, and Biological Science, along with expansion of the library.
- Construction has begun on a new dining facility, which will accommodate cultural and social events.

State's Plan

□ Goal 5 - Workforce Development: Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

- □ The Southern Normal campus in Brewton, Alabama received a state grant to offer a Principal's Institute for school personnel from several counties in the State of Alabama.
- A workshop for medical personnel in and out of state was offered at the Southern Normal campus to allow participants to update certification in specialized medical areas. Continuing Education credits were earned for completing the training.
- □ The Alabama Department of Transportation (DOT) provided funding, through Continuing Education, to offer workshops and short courses in writing, mathematics, and human resource development for DOT employees.

AUBURN UNIVERSITY

Report to the Alabama Commission on High	er Education
	Auburn University Board of Trustees
	November 1, 2006

Auburn University's Mission Statement

Auburn University's mission is defined by its land-grant traditions of service and access. The University will serve the citizens of the State through its instructional, research and outreach programs and prepare Alabamians to respond successfully to the challenges of a global economy. The University will provide traditional and non-traditional students broad access to the institution's educational resources. In the delivery of educational programs on campus and beyond, the University will draw heavily upon the new instructional and outreach technologies available in the emerging information age.

As a comprehensive university, Auburn University is committed to offering high-quality undergraduate, graduate, and professional education to its students. The University will give highest priority for resource allocation for the future development of those areas that represent the traditional strengths, quality, reputation, and uniqueness of the institution and that continue to effectively respond to the needs of students and other constituents. Consistent with this commitment, the University will emphasize a broad and superior undergraduate education that imparts the knowledge, skills, and values so essential to educated and responsible citizens. At the same time, the University will provide high-quality graduate and professional programs in areas of need and importance to the state and beyond. To accomplish these educational goals, Auburn University will continue to compete nationally to attract a faculty distinguished by its commitment to teaching and by its achievements in research, both pure and applied. The University will strive to attract a faculty that will bring distinction and stature to the undergraduate, graduate, and professional programs offered by the University.

Because research is essential to the mission of a land-grant university, Auburn University will continue development of its research programs. The primary focus of this research will be directed to the solution of problems and the development of knowledge and technology important to the state and nation and to the quality of life of Alabama citizens. The University's research programs will make important contributions to instructional programs through the involvement of graduate and undergraduate students and the renewal of the faculty. Research will also provide the knowledge base for outreach programs. In carrying out its research mission, the University will emphasize established areas of strength and will focus available resources in those areas of research and doctoral study that are, or have the potential to develop into nationally and internationally recognized centers of excellence.

Extension and outreach programs are fundamental to the land-grant mission because these programs directly affect the lives of all citizens in the state. The University will maintain the strengths of its traditional outreach programs and will increasingly involve the broader University in outreach programs that respond to the changing needs of the society in which we live. The University will continue to seek new and innovative ways to reach out to the people it serves.

Auburn University – Introduction

Auburn University is a constitutionally created institution, governed by an independent board of trustees. As a premier comprehensive research university with a land grant mission, Auburn and its metropolitan campus in Montgomery are uniquely positioned to provide the people of Alabama with educational programs, research activities and outreach services that enrich the quality of life for all of the state's citizens. As stated in the University's vision statement, Auburn "will be widely recognized for the quality of its undergraduate educational programs, the effectiveness of its research and outreach programs, and the broad access to the University provided through the innovative use of information technology. The University will insure the quality of its programs through the careful focusing of its resources in areas of institutional strengths."

The themes of access, partnerships, quality, stewardship and workforce, and economic development articulated in the goals of the State Plan for Alabama Higher Education coincide with the specific criteria Auburn currently uses to measure its success. Auburn is committed to ensuring that all areas of the University - academic and administrative - remain accountable and productive. The University's strategic planning process, which is currently being revised to further stress assessment and evaluation, provides Auburn with the necessary tools to promote accountability across the institution.

Auburn University has many programs and services now underway and inherent in its future plans that exemplify its commitment to the goals set forth by the Commission. Those that follow are but a brief sampling of the University's commitment to the education of the people of Alabama.

Goal 1 – Access – Elevate the educational attainment levels of all citizens.

- Increasing access to higher education for the citizens of Alabama is a priority for Auburn. The University's approach to providing better access to the people of the state spans a number of administrative and academic areas. Through outreach and extension programs, Auburn serves thousands of Alabamians with instruction and assistance provided locally in communities throughout the state. Additionally, some 200 courses in 24 degree and certificate programs are currently available to non-traditional students through Auburn's distance education curriculum.
- Auburn University also works closely with K-12 throughout the state to increase the level of preparation of teachers and the academic performance of students. Two examples of the University's efforts are the West Alabama Learning Coalition, and the TEAM-Math Initiative in East Alabama. The West Alabama Learning Coalition aims to improve educational achievement of students in the Black Belt by working directly with Black Belt County and City Schools. Team-Math is an initiative funded by a \$9 million NSF grant to improve math performance in East Alabama Schools. Led by a team of Auburn University professors, in collaboration with professors from Tuskegee University, this initiative is fundamentally transforming the way mathematics is taught in early grades in schools in Macon, Lee, Russell, Chambers and Barbour Counties.
- The Alabama Cooperative Extension System (ACES), jointly administered by Auburn University and Alabama A&M University, brings hundreds of services annually to tens of thousands of Alabamians. ACES provides the people of the state

- with programs in agriculture, forestry and natural resources, food and nutrition, workforce preparation, 4H and youth development and community and economic development.
- Auburn also serves the more "traditional" college-age student and makes available scholarships, academic support programs, and student life programming that encourages success and enhances undergraduate student retention. Through a variety of scholarship programs such as the Presidential Scholarship and the License to Learn Valedictorian Scholarship, Auburn provides opportunities to academically meritorious students from the state of Alabama. In addition, through the Freshman Opportunity and Board of Trustees scholarships, Auburn provides access and assistance to other qualified students from the state.
- Auburn University at Montgomery has a commitment to serve non-traditional and traditional students, 80 percent of whom work full- or part-time. With this in mind, AUM offers classes from 8 a.m. to 10 p.m. weekdays and provides weekend courses through its Weekend College. In addition, AUM offers online courses, certificate program, teleconferences and computer training. AU awards its students more than \$700,000 in merit scholarships to attend the University. Almost one-third of the students attending the Montgomery campus are minority, indicating the university's ongoing success in achieving diversity.

Goal 2 – Cooperation – Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

- Auburn University's Research Park is a public-private partnership between three
 public entities: the University, the City of Auburn, and the State of Alabama. The
 Research Park will provide opportunity for higher education and applied research
 initiatives to work cooperatively in fostering economic development. Other efforts in
 the area of research include numerous contracts with Alabama businesses focused on
 research, training, and workforce development.
- The goals for the Auburn University capital campaign specifically include funding for undergraduate and graduate students in Education as well as undergraduate students in Nursing. By dedicating specific dollars to these endeavors, Auburn helps to increase the number of well-prepared teachers and health care professionals.
- Auburn University is leading a region-wide effort, in partnership with the cities located along Interstate 85, to create an economic development vision for east Alabama. Called the I-85 Alliance, this unique partnership between municipalities, the private sector, two-year colleges, and chambers of commerce is committed to innovation, prosperity, collaboration, and competitiveness in the region. Projects to date include development of a joint training and degree program between Auburn and Southern Union that serves area automotive manufacturers. A technology innovation conference was held for Fortune 500 CEOs highlighting AU's research park and the region's many assets for business development in east Alabama.
- Auburn's Montgomery campus has solved problems confronting many state agencies
 for more than three decades in areas such as equal employment opportunity litigation,
 organizational functioning, and information technology infrastructure. Furthermore,
 staff from AUM's Center for Government recently received the Governor's Award

for Distinguished Service to Alabama for work with the Governor's Commission on Efficiency, Consolidation, and Funding. Additionally, in the private sector, AUM political scientists and public administration professors teach American government and culture to mid-level and senior managers at Montgomery's Hyundai plant.

Goal 3 – Quality – Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

- Auburn University employs a comprehensive strategy of assessment and improvement for each academic program, educational support unit, and administrative office. Through goal-setting, data collection, analysis, and action plans, each unit documents and promotes continuous quality improvement. In 2005, Auburn was also one of 25 colleges chosen nationally by the council on Aid to Education to participate in the Collegiate Learning Assessment, a four-year study of educational quality in terms of "value-added."
- In its second year, the Biggio Center for the Enhancement of Teaching and Learning, an endowed unit whose mission is to strengthen the quality of instruction at the University, has implemented numerous programs to strengthen the quality of instruction at the University. In addition, through its Preparing Future Faculty program modeled on the national PFF movement, the Biggio Center enhances the preparation of doctoral students who may pursue careers in various types of institutions of higher education.
- Auburn's Office of Research runs an undergraduate research program offering 20 semester-long fellowships and two-year-long fellowships. This enhances the didactic experience in the classroom so that students focus on solving real world problems under the supervision of a faculty member in their area of specialization. The Office of Research also runs a successful faculty mentoring program, where a junior faculty member just beginning his/her academic career is paired with a senior, successful faculty member in a year-long experience. As part of its commitment to quality, the office also funds start up packages for recruiting high-quality, well-established faculty to Auburn.
- The current fund raising campaign for Auburn University includes goals of more than \$100M for endowed chairs and professorships, as well as travel grants and initiative grants for both young and outstanding faculty. In addition, almost \$120M is targeted for new construction and renovation of academic and athletic facilities. Within that amount, \$33M is the goal set for academic equipment and instrumentation. Finally, approximately \$11M has been targeted in support of various research initiatives and faculty exchange programs.

Goal 4 – Resources – Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

- The Office of Development, through the addition of significant private funding in areas of highest priority for both the university and the state, increases the efficiency and utilization of resources to maximize the state's investment in higher education.
- Auburn University, in conjunction with the University of Alabama System and other partners in higher education, is helping to provide leadership efforts in establishing

- and maintaining a clear and ambitious legislative agenda for the funding of higher education in Montgomery.
- Auburn University has embarked on an aggressive initiative to identify and obtain more funds for sponsored research programs. During the last fiscal year, Auburn University researchers and faculty members brought more than \$80 million into the state for research projects from a variety of federal government and corporate sources. The economic impact to the state exceeds \$300 million.

Goal 5 – Workforce Development – Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

- The Auburn University Research Park is dedicated to the principle of the university and industry working in tandem. The park will house start-up businesses from Auburn's laboratories, as well as provide space for Alabama companies that desire to establish another location adjacent to the resources of the university. Efforts are also underway to recruit industry from out of state.
- Auburn has increasingly focused its research strategy on providing creative leadership
 for its corporate and government sponsors in analyzing and solving production and
 policy issues. This involvement with industry leads to stronger companies and a more
 stable workforce.
- Auburn University at Montgomery's dual degree relationships with China and Korea allow American students the opportunity for international study to learn the culture, concepts of government, and business practices of rapidly growing Asian nations. As the growth of international business occurs in Alabama (Toyota, Honda, Hyundai are examples), employment opportunities increase for those students with knowledge of international affairs.

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JACKSONVILLE STATE UNIVERSITY

Jacksonville State University
Alabama Commission on Higher Education
Trustees Report 2004-2005
October 17, 2005



BOARD OF TRUSTEES

The Honorable Bob Riley Governor of Alabama, President, *Ex officio*

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Dr. Joseph Morton, State Superintendent of Education, Ex officio

MISSION STATEMENT

Jacksonville State University is a public, comprehensive teaching institution that provides educational, cultural, and social experiences for a diverse undergraduate and graduate student population. As a student-centered university, Jacksonville State University strives to balance academic challenges with a range of support services for students' academic, career, and personal goals. As an academic institution, Jacksonville State University seeks to produce broadly educated graduates with skills for employment, citizenship, and life-long learning. As a comprehensive university, Jacksonville State University supports scholarly and service activities consistent with its academic and professional strengths.

STRATEGIES TO ACHIEVE STATEWIDE GOALS

Statewide Goal 1 Access

Elevate the educational attainment levels of all citizens.

- 1. Work with all sectors of education in Alabama to ensure that students receive a sound educational foundation so as to progress through the educational system successfully.
 - Provide feedback to High Schools and Community Colleges on student success.
 - Sponsor on-campus programs for High School students.
- 2. Increase the number of accelerated high school students taking dual enrollment courses.
 - Expand dual enrollment sites and offerings.
- 3. Increase higher education access to all areas of Alabama through distance learning, focusing particularly on underserved areas.
 - Expand web-based offerings and distance education sites and offerings.
 - Make all General Education courses available online.
 - Increase use of, and enhance, Blackboard system.
 - Increase number of programs that can be completed entirely online.

- 4. Increase the number and amount of state scholarships and grants provided to students attending colleges and universities, especially students from low income families.
 - Increase scholarship funds from the Capital Campaign and other external resources.
 - Publish brochure reporting availability of institutional scholarships.
 - Provide equitable opportunities for all student athletes without regard to race or gender.
- 5. Strengthen the articulation process and the transferability of educational achievements.
 - Promote AGSC/STARS and articulation on website informing prospective students.
 - Strengthen relations with community colleges.
 - Review and revise all General Studies syllabi to facilitate articulation.
 - Periodically update web pages to reflect articulation.
- 6. Offer effective adult education, GED, and literacy programs to allow citizens the opportunity to access progressively higher levels of education and training.
 - Increase evening and weekend course offerings.
 - Offer continuing education courses in a variety of subjects.
 - Provide space for GED preparatory courses to be delivered on campus.
- 7. Improve the recruitment, retention, and persistence to graduation for all levels of education.
 - Refine assessment to determine why students leave.
 - Develop early intervention programs for those assessed to be at-risk for leaving.
 - Provide on-site student service visits at community colleges to improve recruitment.
 - Continue to strive to recruit student athletes who exceed NCAA minimum requirements.
 - Provide tutoring at all levels.
- 8. Increase the percentage of citizens who complete associate's and bachelor's degrees.
 - Maintain financial-aid accessibility for qualified students.
 - Maintain tuition rates at or below state median.
 - Enhance student support services, e.g. counseling, mentoring, abuse programs, tutoring, etc.
 - Provide flexible course scheduling and delivery.
 - Maintain student athletes' progress, retention and graduation rates that exceed NCAA requirements.

Statewide Goal 2 Cooperation

Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

- 1. Respond to the educational needs of an increasingly diverse population that includes more minorities, immigrants, working adults, and senior citizens.
 - Develop and maintain critical sections of the website in the Spanish language.
 - Expand Continuing Education offerings.
 - Promote the English Language Institute to provide ESL assistance to foreign students.
 - Promote International House program that pairs foreign students with American students in a residential environment.
 - Increase evening and weekend course offerings.
- 2. Align with business and industry in Alabama to identify their needs for a trained workforce of prepared citizens who are able to move into jobs and perform them with a high level of success.
 - Expand Technology programs to support Alabama's automotive industry.
 - Provide leadership in the Calhoun and Etowah County Chambers of Commerce.
 - Encourage and mentor local businesses through the Small Business Development Center.
 - Sponsor career fairs and employment counseling/interviewing workshops.
- 3. Increase the number of well-prepared teachers and develop incentives to meet the demands of critical subject mastery shortages particularly in underserved areas of the state.
 - Continue graduating the most teachers of any Alabama institution.
 - Provide teacher resource center accessibility to current teachers.
 - Ensure Education programs, as measured by the PEPE evaluation, pass with an A.
 - Ensure teacher education graduates are highly qualified in terms of subject mastery.
 - Offer additional courses to assist teachers in meeting highly qualified standards.

- Provide information about and design programs to meet current demand areas in K-12 education.
- 4. Strengthen health care training programs and develop incentives to meet the shortage of health care workers in Alabama.
 - Provide an online Master of Science in Nursing (MSN) program.
 - Offer an online RN to BSN program for nurses with associate degrees.
 - Address salary disparity between nursing faculty and practitioners to recruit and maintain quality faculty.
 - Sponsor an annual conference for health care workers through continuing education and Nursing.
- 5. Provide support for the many activities that enhance the quality of life for Alabama citizens such as health and safety, recreation and the arts, and opportunities for lifelong learning.
 - Offer a variety of programs for citizens of Alabama through Continuing Education.
 - Establish a wireless network for the public to use in the University Library.
 - Provide Music, Art, and Drama exhibitions/performances that are open to the public.
 - Provide environmental awareness and community programs through the Environmental Policy and Information Center and the Little River Canyon Field School.
 - Offer an Adult Exercise and Wellness program for senior citizens.
- 6. Develop partnerships among K-12, higher education, business, and government to address the issues of accessibility, affordability, and educational attainment of Alabama's citizens in innovative ways.
 - Share facilities (Gadsden Ford Center and Ft. McClellan 3181) with Gadsden State.
 - Participate in the Alabama Reading Initiative.
 - Offer joint MSN through Nursing consortium with Troy.
 - Provide quarterly seminars for the ten-county East Alabama Regional and Planning Commission.
 - Partner with Troy-Dothan and University of North Alabama to provide training for state associations.
 - Offer clinics and camps to enhance development of athletic skills.
- 7. Enhance the quality of life and culture of all Alabamians through a renewed commitment to the arts and humanities.
 - Offer Kaleidoscope, the annual spring festival of the arts, featuring public performances of literature, music, art, and drama.

Statewide Goal 3 Quality

Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

- 1. Develop a process of accountability that recognizes the needs of all stakeholders in light of Alabama's finite resources.
 - Conduct systematic program review of all programs on a seven-year cycle.
 - Accredit every academic program that is covered by an accrediting agency.
 - Conduct annual financial and compliance audits.
 - Conduct systematic evaluations of all faculty members by students.
 - Maintain accredited status with SACS.
 - Maximize potential for academic, physical and emotional welfare of student athletes.
- 2. Provide equipment, information resources, appropriate and adequate facilities, and other support for quality teaching and research to enhance student learning including increasing the instructional use of technology.
 - Maintain a life-cycle technology replacement program.
 - Seek alternative funding to provide technology resources not provided by the state.
 - Maintain smart classrooms in all academic buildings on and off-campus.
- 3. Provide funding for the recruitment and retention of highly qualified faculty, in order to significantly improve representation by race, ethnicity, and gender.
 - Raise faculty salaries to the regional average.
 - Maintain standing committee on recruitment and retention of minority faculty.
 - Advertise faculty and administrative positions on HBCU web site.
 - Emphasize fringe benefits package in recruitment.
 - Consult the Minority & Women Doctoral Directory for faculty and administrative positions.

- 4. Provide faculty development opportunities to strengthen instructional skills.
 - Support travel and professional development for faculty.
 - Encourage faculty participation in development such as conferences and workshops.
 - Offer professional development activities for faculty on campus.
- 5. Encourage incentives for using assessment results to strengthen programs.
 - Initiate a departmental budget award for the best assessment plan.
 - Fund faculty participation in assessment-related conferences.
 - Employ a full-time university assessment officer.
- 6. Provide a uniform reporting process denoting the success of students in all sectors of higher education transferring to Alabama's universities from Alabama's public two-year colleges (grade point average (GPA), course grades, continuation rate, etc).
 - Continue articulation work with AGSC/STARS and ACHE.
 - Maintain long-standing assessment model of 2-year success rates.
 - Develop statewide standard definitions for reporting success of transfers.
- 7. Use technology to enhance the delivery of higher education.
 - Upgrade records management using document imaging systems.
 - Enhance distance learning by establishing more teleconferencing sites.
 - Modernize administrative information systems.
 - Maintain Continuing Education Center at Ft. McClellan equipped with modern technology to support distance communications and teaching.

Statewide Goal 4 Resources

Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

- 1. Collaborate with Alabama citizens and interest groups to improve state funding for education including efforts toward tax reform.
 - Support the Higher Education Partnership.
 - Adhere to unified budget concept so higher education speaks with one voice.
- 2. Communicate and promote the value, strengths, effectiveness, and needs of higher education to the general public.
 - Increase press coverage of University activities available to the public.
 - Increase web resources such as program reviews, planning documents, etc. accessible by the public.
 - Publish studies demonstrating JSU's financial, cultural, and educational benefit to the region and state.
- 3. Communicate and promote the value, strengths, effectiveness, and needs of higher education to the legislative and executive branches of Alabama's state government.
 - Lobby legislators to support higher education through the Council of Presidents.
 - Increase web resources such as program reviews, planning documents, etc. accessible by legislative and executive branches.
- 4. Increase efficiency through the allocation, reallocation, and utilization of resources to maximize the state's investment in higher education.
 - Enhance ties between budgeting to planning process for review and priority.
 - Schedule more classes in evening and weekends to maximize physical plant.
 - Encourage cooperation and shared resources among programs and departments.
 - Serve as a regional hub for school and libraries' Internet access through AREN.
- 5. Facilitate collaboration among K-12, higher education, business, and government to improve efficiencies and expand opportunities.
 - Expand dual enrollment programs in regional high schools.
 - Continue reciprocal borrowing consortium with UA, UAB, Auburn and AUM.

- Support K-12 teachers of math, science, and technology through Department of Education AMSTI grant.
- Partner with governmental agencies, state associations, universities, businesses, and K-12 in training and education through In-Service and Continuing Education.
- Support the effort to install a fiber optic network for county K-12 schools, higher-education, business and government.

Statewide Goal 5 Workforce Development

Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

- 1. Increase the involvement of education in the development of a world-class, technologically skilled workforce.
 - Initiate technology partnerships with local industry.
 - Implement and maintain a Masters in Manufacturing Technology to support Alabama's automotive industry.
 - Provide scholarship funds for graduate-level work in nursing to ease shortage of educators in that field.
 - Provide classes and certificate programs in computers and technology.
 - Emphasize use of technology in professional programs supported by well-equipped labs and classrooms.
- 2. Provide students with pre-employment assessments and technical career programs that lead directly to employment.
 - Provide Career Counseling Center testing, assessment, counseling, referrals and placement.
 - Schedule interviews for students that lead directly to employment.
 - Provide continuing education programs that lead to retraining, certification and employment in several fields.
- 3. Increase support for research activities that attract business and industry to Alabama.
 - Encourage and mentor entrepreneurship in Northeast Alabama through the Small Business Development Center.
 - Conduct research that is tied directly to Alabama business through the college of Commerce and Business Administration.
 - Support regional business and commerce through University research facilities such as the library and conference centers.
 - Establish the Choccolocco Economic Development Zone encompassing Calhoun, Cleburne and Talladega Counties.
- 4. Provide additional information about pre-employment education and training opportunities to employers, unemployed, and under-employed potential employees.
 - Conduct career fairs to link employers with prospective employees.
 - Publish Continuing Education catalogs and marketing materials to provide employment and training information.

TROY UNIVERSITY



Troy University Board of Trustees Report On the Statewide Plan for Higher Education of Alabama November 2005

Introduction

The Troy University Board of Trustees shares the goals of access, cooperation, quality, resource enhancement, and workforce development as outlined by the Alabama Commission on Higher Education (ACHE). These goals are at the heart of the University's merger of the institutions comprising the Troy State University System, a process that began officially in 2000. At its most fundamental level, this process consisted of taking three separately accredited institutions and unifying them under one academic accreditation.

This report will show the relationship between the goals of the ACHE plan and the Board of Trustees goals which led to the unification of Troy University. In addition, the university is in the first phase of developing its new strategic plan for 2005-2010—Vision 2010. All University planning efforts reflect the State Plan, and further each objective in the new plan is tied to University Strategic Initiatives, State Plan Goals and University Goals as follow.

Purpose of the State Plan for Alabama Higher Education and The Mission of Troy University

The purpose of the State Plan is "(1) to focus public attention on important strategic issues facing Alabama higher education and the state; (2) to articulate Alabama's needs and its vision for higher education; (3) to commit resources necessary to provide high quality teaching, scholarships, research, and public service programs for Alabama citizens; and (4) to promote stronger working relationships among stakeholders with an interest in establishment of common goals and the resolution of issues related to the improvement of higher education in Alabama."

While the purpose of the State Plan is to set forth possibilities, the mission of Troy University is to make possibilities a reality:

Troy University is a public institution comprised of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional and nontraditional and emerging electronic formats. Academic programs are supported by a variety of student services, which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge dedicated to life-long success through effective teaching, creative partnerships, scholarship and research.

At the highest level Troy University addresses each of the four-part purpose statement. Both missions assist citizens statewide, both champion higher education as the means to address state needs, and both have the uppermost regard for quality and cost effectiveness. Troy University's mission contains the very essence of the state plan: "Troy University's dedicated faculty and staff promote discovery and exploration of knowledge dedicated to life-long success through effective teaching, creative partnerships, scholarship and research."

State Plan Goals and Troy University Goals and Actions

State Plan Goal 1—Access: Elevate the educational attainment levels of all citizens.

- Through its College of Education, Troy University trains teachers for Alabama's classrooms.
- TROY, with its leadership in the development of the AGSC/STARS Program, helps students in Alabama community colleges transfer to universities without loss of academic credit.
- As of fall semester 2004, between 8,000-9,000 students enrolled on TROY's campuses in Alabama are classified as adult "nontraditional" students. Troy University makes education accessible for adults by offering classes in the evenings, on weekends and over the Internet.
- Continuing education courses on the Dothan Campus served 650 students in 2003-2004.
 - 1. Troy University Goal: Provide a variety of undergraduate and graduate programs in traditional, non-traditional and electronic formats.
 - 2. Troy University Goal: Maintain a diverse student population.

<u>State Plan Goal 2—Cooperation:</u> Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

- Troy University has identified almost 125 separate partner organizations or agencies, ranging from municipalities, K-12 schools, private firms and state or federal agencies.
 - 1. Troy University Goal: Ensure the development of creative partnerships, scholarship and research.
 - 2. Troy University Goal: Provide services that promote the individual welfare of students.

<u>State Plan Goal 3—Quality:</u> Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

Troy University's transformation from a system to a unified university will enhance the academic mission of the University in several ways:

- 1. **Accreditation**. One institution will eliminate the need to seek separate SACS/specialized accreditation processes, resulting in a reduction of faculty/staff time and cost savings while achieving the same end.
- 2. **Program viability**. Troy University's main campus already enjoys the highest program viability among Alabama public colleges and universities. Unification of system campuses would immediately enhance program viability at the Dothan and Montgomery campuses.
- 3. **Eliminate duplication**. The University will issue one academic calendar, one faculty handbook, one student handbook, one undergraduate bulletin and one graduate bulletin system-wide.

- 4. **Better Positioned for academic excellence**. Troy University will be in better position to expand graduate school to include need-driven programs. This will build on the University's status as the largest provider of graduate degrees in Alabama.
- 5. **Extensive use of higher education technology**. Troy University will be on the leading edge of digital programming and distance learning programming.
- 6. **Greater job and career options**. A much larger and more visible university will gain more attention from other graduate schools and corporations.

As part of its transformation, TROY worked extensively with the Commission on Colleges of the Southern Association of Colleges and the Alabama Commission of Higher Education to ensure quality was maintained every step of the way.

Quality improvement is ongoing as is monthly review of strategic plans. There is also an annual leadership conference wherein the leaders of the University (some 154 in 2004) review the state of the institution. Chancellor Hawkins also meets bi-weekly with his cabinet and the senior vice chancellors of the institution.

- 1. Troy University Goal: Ensure effective teaching.
- 2. Troy University Goal: Maintain a dedicated faculty and staff.

<u>State Plan Goal 4—Resources</u>: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

- Troy University is in the initial phase of a capital campaign to help offset capital and large programmatic needs of the institution.
- Troy University will be conducting an economic impact study to gain a better understanding of how it affects the region and state.
- Troy University's merger of three institutions into one will save the state of Alabama \$16 million over the next 10 years.
- Troy University's Office of Sponsored Programs reported funding of grants and contracts of more than \$10 million for fiscal year 2003-2004. In 1990, total grants and contracts activity for Troy was less than \$300,000.
 - 1. Ensure efficient and effective operations and to assess and provide resources as needed to implement institutional mission, goals and objectives.

<u>State Plan Goal 5—Workforce Development</u>: Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

- Troy University has partnered with the Alabama Development Office to share office space at the TROY site in Heidelberg, Germany, and to help recruit business for Alabama. A similar arrangement for Korea is in the planning stages.
- Troy University maintains strong elementary and secondary certification programs and CEUs for teachers as well as advanced degrees. Given this track

- record it will continue to explore a doctorate degree in educational leadership over the next five years.
- Troy University graduates more persons with masters programs than all other state colleges and universities combined. It is also exploring IT-based degree options more in-line with market-driven needs.
- Through the creation of an international economic development center on the Troy campus, the university will continue to lead the way for helping all segments of the population reach out to and bring the world to Alabama.
- Troy University is a life-long learning institution. Across the state, nation and world one can find members of the United State Armed services who would not have their current level of educational attainment with out this institution.
 - 1. Promote discovery and exploration of knowledge dedicated to life-long learning success.

Conclusion

It is the opinion of the Board of Trustees of Troy University that this institution is an Alabama treasure providing quality education, partnerships and multiple levels of economic development for the state. Over the course of the next five years we fully expect the university will lead the way in its entrepreneurial spirit to do even more for its students and all citizens of the state of Alabama.

UNIVERSITY OF ALABAMA

The University of Alabama System

REPORT TO THE ALABAMA COMMISSION ON HIGHER EDUCATION



November 2005



REPORT TO THE ALABAMA COMMISSION ON HIGHER EDUCATION THE UNIVERSITY OF ALABAMA SYSTEM (UAS)

THE UNIVERSITY OF ALABAMA SYSTEM MISSION STATEMENT (Adopted by the Board of Trustees, April 18, 2003)

The University of Alabama System consists of three doctoral research universities: The University of Alabama, The University of Alabama at Birmingham, and The University of Alabama in Huntsville. The System is governed by The Board of Trustees of The University of Alabama as stipulated by the Alabama Constitution. The purpose of the Board of Trustees is to ensure the effective leadership, management, and control of the institutions of the System in order to provide for a definitive, orderly form of governance, and to secure and maintain responsive, progressive, and superior institutions of higher education. The Board of Trustees created the present multi-campus structure in 1969, and each of the component institutions has a unique mission that is consistent with the broader mission of the System.

The Board of Trustees executes its governance responsibilities through a chancellor, who serves as the chief executive officer of the System. A president heads each campus with responsibility for campus administration and reports directly to the Chancellor and through the Chancellor to the Board of Trustees. The Board of Trustees and the Chancellor delegate certain administrative functions and maintain such offices as deemed appropriate to meet the administrative needs of the System. The Chancellor also provides linkage between the System and various components of state and federal governments, as well as other educational groups and organizations.

The institutions of The University of Alabama System exist to serve all people of Alabama through teaching, research, and service programs. As resources permit, the institutions extend these functions to the nation and beyond through a wide variety of educational programs and services. The institutions of the System assist students in developing the knowledge, skills, attitudes, and behaviors necessary to function as responsible and productive citizens in a democratic society. They endeavor to improve the quality of life by providing high-quality public service, outreach, cultural enrichment, health care, and economic advancement opportunities through their academic, research, and service programs.

The Mission of The University of Alabama System is based on these guiding principles:

- 1. The careful management of resources is achieved through strong and responsive governance. The System maintains an effective process for the review and approval of academic and financial matters at the institution and System levels and strives to achieve the most effective and efficient use of resources by encouraging inter-institutional cooperation whenever possible and appropriate.
- 2. The System promotes opportunities for equal access for all qualified students and values diversity among its students, faculty, staff, and administration.
- 3. The System encourages collaboration with elementary/secondary schools, community colleges, and other institutions of higher education whenever possible and appropriate, and supports the PK-Ph.D. concept as a way of helping to ensure high-quality programs, services, and student performance at all levels of education.
- 4. The quality of education is regularly assessed with the goal of improvement. The System promotes careful planning, review, and evaluation to ensure the best possible results from the programs, services, and activities of its institutions.
- 5. The System recognizes that its component institutions differ in mission, role, scope, and academic characteristics, and is committed to maintaining institutional diversity.
- 6. To achieve selective excellence, the System recognizes that academic resources may be concentrated according to different patterns at different institutions and with different results.
- 7. The System helps stimulate the continuing awareness of ethics and human values.
- 8. The System assumes an active role in advocating for and responding to the needs of its component institutions.
- 9. The System recognizes the linkage between a quality system of higher education and future economic opportunities for its students, and acknowledges its vital role in promoting the economic advancement of Alabama.
- 10. The System supports its institutions as they engage in high-quality, innovative, and relevant research that involves the discovery, dissemination, and application of knowledge.
- 11. The System recognizes the need to serve citizens beyond the boundaries of the campuses through outreach programs and services.
- 12. The System is committed to providing high-quality health care through its hospitals and clinics as it engages in preeminent medical education, research, and health related programs.
- 13. The strength of the System depends on the quality of its leadership. A commitment to seek, appoint, and support administrators, faculty, and staff who ascribe to sound academic principles and possess professional and personal characteristics that ensure solid and positive growth of all aspects of the System is essential.

The mission statement of The University of Alabama System incorporates all five goals (Access, Cooperation, Quality, Resources, and Workforce Development) of the State Plan for Higher Education in Alabama.

The individual campuses mission statements are as follows:

THE UNIVERSITY OF ALABAMA MISSION STATEMENT

(Adopted by the Board of Trustees, February 6, 2004)

The University of Alabama, the State of Alabama's oldest public university, is a senior comprehensive doctoral level institution. The University was established by constitutional provision under statutory mandates and authorizations. Its mission is to advance the intellectual and social condition of the people of the state through quality programs of teaching, research, and service.

THE UNIVERSITY OF ALABAMA at BIRMINGHAM MISSION STATEMENT

(Adopted by the Board of Trustees, February 6, 2004)

UAB is a research university and academic health center that discovers, teaches and applies knowledge for the intellectual, cultural, social and economic benefit of Birmingham, the state and beyond.

THE UNIVERSITY OF ALABAMA in HUNTSVILLE MISSION STATEMENT

(Adopted by the Board of Trustees, April 28, 1994)

The University of Alabama in Huntsville (UAH) is an autonomous campus within The University of Alabama System dedicated to excellence in teaching, research, and service. UAH is a key participant in one of the nation's major international centers for advanced technological research and utilizes its position in this environment to provide unique opportunities and creative programs for students, faculty, and the community. UAH is committed to maintaining a diverse academic community of the highest quality, and to providing an environment that facilitates intellectual, cultural, personal, and professional growth. UAH fosters leadership, creative and critical thinking, clear communication, a respect for knowledge and the pursuit of truth, and an engagement in the challenge and pleasure of a lifetime of learning. UAH, through its graduates and its programs, contributes to economic advancement, health care, cultural enrichment, and the quality of life of the region, state, and nation.

Strategies Designed to Address the Statewide Goals

The Board of Trustees, through the work of the UA System Office, seeks to promote high quality undergraduate and graduate education, research and scholarship, and public service. Five year goals have been established for each of the three UA System campuses. The baseline data being used are for year 2003. Progress reports have been made to the Board of Trustees, System, and campus representatives to ensure that appropriate attention and assistance are given in setting future goals and strategies. To date, all three campuses are making good progress in reaching the five year goals. The System Office has worked with the campuses to develop performance indicators that address the following major aspects of our institutions:

Undergraduate Education, Graduate Education, Research and Development Expenditures, Impact on the State, Community/Financial Support, and Campus Work Environments (see Attachment). Our Performance Indicators (PI) are inextricably linked to the Goals and their accompanying Objectives as described in the State Plan for Higher Education. For example:

Goal 1 – Access: Elevate the educational attainment levels of all citizens. The UAS actively monitors the demographics of students enrolled at its institutions. One PI, Enrollment, indicates that between fall 2003 and fall 2004 undergraduate enrollment increased by 1,117 students. This represents a 3.5% increase. This increase coupled with steady retention figures indicates a larger number of undergraduates attending UAS institutions and remaining resulting in a net increase over time. We also had a 5% increase in total bachelor's degrees awarded in the same time period. Other indicators such as African-American and other minorities remain steady. Goals have been established for these access indicators and will be tracked on an annual basis as we look to 2008. The System is also developing a "system telecampus" that will provide a simple, one-stop interface for in-State and out-of-State students to explore and enroll in courses and programs at any or all of our universities. Access, irrespective of geographical constraints, will be enhanced through this new resource.

Goal 2 - Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities. The UAS actively seeks collaborative opportunities with all industry sectors. One example of this is our ongoing examination of engineering programs at UAS institutions. In addition to addressing 'pipeline' issues, we are stressing the importance of further determining the needs and demands for graduates of engineering programs and assessing the future direction that engineering education should take. Through another initiative, we have partnered with other engineering universities in the state and the Alabama Department of Education to work with high schools across the state to discuss enhancement of high school curriculums to encourage engineering majors in colleges. Engineering Academies are one way being discussed to address the issue of middle and high school pipelines to increase the number and quality of engineering A positive outcome will ensure that Alabama's automotive and other high tech industries will have a highly qualified workforce as their businesses grow and mature. We have also continued to strengthen health care training for the entire State of Alabama through expansion and continuous modernization of our medical programs and support activities in Birmingham, Tuscaloosa, Bessemer, and Montgomery. Black Belt partnerships are underway and more are being developed to address opportunities in those communities. Collaboration with the Governor's Black Belt Commission is beginning to show some hopeful results.

Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality. Each campus in the UAS understands the importance of accountability to its constituents. As mentioned previously, the UAS Performance Indicators are serving as a long and short-range gauge of how our institutions perform. Each campus in the System is also presently heavily involved in the accreditation reviews through the Southern Association of Colleges and Schools' Commission on Colleges (SACS). Progress is reported to our Board of Trustees regularly. Each academic, research, and administrative unit in the System is also required to develop and administer regular assessments of quality and performance that are reported and used in unit and budget review processes. At the System

level, there is a well formulated process for developing budget planning assumptions and priorities that begins in March and ends with the adoption of institutional budgets at the September Annual Meeting of the Board of Trustees. The UAS is one of only three groups consistently providing reports on student success between high-school and enrollment at our institutions as well as student success for two-year college transfers. Not only are these "feedback reports" useful to high school and two-year college administrators and faculty, but they also provide information that can, when combined with conversations with high school and two-year colleges officials, assist in identifying strengths and weaknesses in college courses and programs.

Goal 4 – Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region. The UA System's recent office sharing cost-effective partnership in Montgomery with Auburn University is one example of how we strive to work in an efficient and collaborative atmosphere. Measurable outcomes already realized have been joint meetings to discuss whether there is a need for new programs in higher education and ways to enhance K-12 partnerships with the goal of better workforce development. Tuition and fees, state appropriations, externally funded grants and contracts, gains on investments through endowments, and gifts make up the foundation of resources to be managed to achieve the mission, goals, and objectives of the System. Rational and reasonable relationships among these income sources continue to be goals of the Board of Trustees. Careful thought and planning go into each decision regarding tuition increases and state appropriation requests. Each of these decisions is based on assumptions about the availability of other resources and on goals and expected outcomes that have been vetted within the institutions and within the System administration.

Goal 5 – Workforce Development – Enhance economic prosperity by involving all segments of public education in Alabama's economic future. For quite some time now, The University of Alabama System has advocated for a P-16 agenda that would ensure adequate resources to move each Alabama citizen to a level of educational attainment that could move him/her into successful employment and a good quality of living. Each campus in the UAS is actively engaged in cooperative education programs with business and industry to provide our students with real-world experiences prior to graduation. New efforts through Community Outreach are emphasizing the expanded roles that universities play in economic development. New academic programs often emphasize the needs of employers and partnerships with them as a basis upon which to justify their creation. Our Performance Indicators also recognize the need for increased support for research activities that attract business and industry. Between 2003 and 2008 we expected a 17% increase in total research and development expenditures. Between 2003 and 2004, in one year, we have already experienced a 7% increase and will likely expand our 2008 goal accordingly.

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October 27, 2005 Office of Academic Affairs





Attachment

University of Alabama System Performance Indicators

Undergraduate Education	Graduate & Professional Education	Research and Development Expenditures	Economic Impact on the State	Community/Financial Support	Work Environment
Average ACT - 1st time freshmen	% Black, non-Hispanic graduate enrollment	Federally Financed R&D Expenditures in Science and Engineering	*Economic Impact	#Total Private Gifts	% Full-Time Faculty with Terminal Degree
Average High School G.P.A. for Entering freshmen	% Other minority graduate enrollment (excluding Black, non- Hispanic and non- resident alien)	Total R&D Expenditures	*Jobs Impacted	Total Endowment Value	% of Black, non-Hispanic Administrators
Transfer Students from other in-state institutions	% non-resident alien graduate enrollment (International)			Total # of donors	% of Other minority (excluding Black, non- Hispanic) Administrators
Enrollment	First Professional Enrollment by area (Law, medicine, etc.)			Total # of members of National Alumni Association/Society	% Full-time Tenured and Tenure Track Faculty that are Black, non-Hispanic
Retention Rate	*Graduate degrees awarded			*# of endowed chairs	% Full-time Tenured and Tenure Track Faculty that are other minority (excluding Black, non-Hispanic)
% Black, non-Hispanic	1st Professional degrees awarded			*# of endowed professorships	*% of Female Administrators
% Other minority (excluding Black, non- Hispanic)	Average GMAT/GRE/MAT scores of enrolled graduate students			*# of endowed scholarships	*% Full-time Tenured and Tenure Track Faculty that are Female
Graduation Rate	Average MCAT, DAT, LSAT, OAT scores of enrolled 1st professional students				Faculty salary parity



Undergraduate	Graduate &
Education	Professional Education
*Total baccalaureate	Passage rates on
degrees awarded	selected licensure
*Credit hour production	exams
	Accounting
Passage rates on selected	Dentistry Law
licensure exams	Medicine
Accounting	Optometry
Teacher Education	Optometry
Engineering	*% of total enrollment
Nursing	that are grad students
	(graduate & 1st
	professional)
	# of doctoral degrees
	awarded in
	mathematics/science/
	engineering/health
	sciences
*# and % of out-of-state	*Credit hour production
entering freshmen	
*# and % of residential	
students	
*# of Nationally	
Recognized Scholarships	
*# of National	
Merit/Achievement/	
Hispanic Scholars	

^{*}Goal will not be established for this item. Reporting will be for information only.

UNIVERSITY OF MONTEVALLO

Annual Report on Addressing Goals in the State Plan for Alabama Higher Education 2003-04 to 2008-09

Presented to the Alabama Commission on Higher Education by

The University of Montevallo Board of Trustees November 4, 2005

Introduction: Montevallo's Mission

The University of Montevallo's legislatively-mandated and unique mission is as follows: "To provide to students from throughout the state an affordable, geographically accessible, 'small college' public higher educational experience of high quality, with a strong emphasis on undergraduate liberal studies and with professional programs supported by a broad base of arts and sciences, designed for their intellectual and personal growth in the pursuit of meaningful employment and responsible, informed citizenship." Montevallo is justifiably proud of its mission that permeates all of the University's activities and initiatives.

The University of Montevallo's Board of Trustees is pleased to present this report and provide a broad overview of the relationships between the University's unique mission and scope of operations in programs, research, and public service to the five goals of the *State Plan for Alabama Higher Education 2003-04 to 2008-09*. The report is organized by each of the State goals and encompasses accomplishments achieved during the 2004-2005 academic year.

State Goal 1 - Access: Elevate the educational attainment levels of all citizens.

The primary mission of the University of Montevallo is to provide an affordable, high quality liberal arts education to Alabama citizens. To that end, 96% of Montevallo students are Alabama residents and all students are required to participate in the University's rigorous general education curriculum. A key indicator of Montevallo's success is its freshman retention rate of approximately 75% that compares very well with other public liberal arts institutions across the country. Also of significance, and underscoring accessibility, is Montevallo's selection as a "Best Buy" by the *U.S. News and World Report* last year and its designation as a "College of Distinction."

To aid student success, the Office of Student Support Services assists first generation, low-income students and students with disabilities in order to improve their retention and persistence to graduation. The University has also been chosen by the U.S. Department of Education to participate in the Ronald E. McNair Post-baccalaureate Achievement Program which provides preparation for completion of doctoral programs for first generation students from minority groups traditionally underrepresented in graduate degree programs. Similarly, the University is a participant in the U.S. Department of Education's Upward Bound Program which provides to disadvantaged high school students the academic skills, counseling, tutoring, cultural enrichment, and career mentoring necessary to successfully enter and complete college. Additionally, Montevallo's Minority Teacher Scholarship Program provides tuition assistance for minority students to earn degrees in teaching.

The University works closely with several of the State's two-year colleges--most notably Jefferson State Community College due to its geographic proximity--and aggressively supports the

requirements of the statewide articulation agreement to ensure ease of access for transfer students. Montevallo enrolls approximately 300 new transfer students each year.

In addition to its traditional academic offerings, Montevallo serves the community by offering a variety of continuing education classes and facilitates educational programs for a variety of groups and individuals. The Alabama Traffic Safety Center provides on-going traffic safety programming including defensive driving courses as well as beginner and experienced motorcycle rider courses. The University's Carmichael Library and Malone Curriculum Center are also open to the public and offer broad access to electronic information as well as children's and adult literature and professional and academic holdings. Montevallo's annual Literary Festival offers opportunities for faculty, students, and community members to participate in this popular cultural event. Montevallo's music faculty provided a music education program to first and fifth grade students in Hale County schools that previously had no music programs. The University began discussions of partnership opportunities with Black Belt school systems regarding access to the University's Teacher Leader program.

Finally, while distance education is clearly not a part of Montevallo's mission, the College of Education's Science in Motion and Technology in Motion programs travel to K-12 schools to provide K-12 teachers with equipment, discipline training, and preparation support needed to run effective secondary science laboratory programs.

State Goal 2 – Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

The University of Montevallo actively promotes participation in a variety of public and private partnerships designed to enhance educational opportunities and address problems both regionally and at the statewide level. A particular success is the University's George C. Wallace Speech and Hearing Center that offers free or low cost diagnostic and therapy services to children and adults who may be experiencing a variety of communication and learning disorders. School-age children are able to participate in after school programs that allow them to receive individualized treatment while concurrently participating in regular academic programs in public or private schools.

The University works closely with local governments, area Chambers of Commerce, and the Shelby County Planning and Development Office to develop and support economic development projects in Shelby County. The Michael E. Stephens College of Business works closely with a widerange of business and government leaders to ensure that the College's curricula and learning outcomes are aligned with the needs of the Alabama business community; and, the College's internship program reflects ongoing cooperation with businesses. Montevallo is the driving force behind the Leadership Shelby County program that provides emerging Shelby County leaders with skills necessary for effectively addressing economic and community development challenges facing the County.

Among its higher education partnerships, Montevallo is a member of the Birmingham Area Consortium for Higher Education (BACHE) which facilitates course exchanges, cultural programming, and academic programming among Samford University, Miles College, Birmingham Southern College, the University of Alabama at Birmingham, and Montevallo. The University is also a member of the Marine Environmental Sciences Consortium, a public, non-profit corporation comprised of 22 public and private Alabama colleges and universities dedicated to improving marine education, research, and service to the State. The University's membership in the Network of

Alabama Academic Libraries (NAAL) has led to partnerships with K-12 libraries, public libraries, and other college and university libraries throughout the State. Through its Collaborative Efforts with Public Schools Program, Montevallo annually enhances writing skills of K-12 students via the Young Authors' Conference (K-5), the Write Through the Middle Program (6-8), and the Write Connection Program (9-12). These programs bring together students, their teachers, and noted authors of children's and adolescent literature.

The University's social work program has a long history of addressing social problems in the State. In addition to sponsoring an annual Advocacy Day where participants learn about social problems related to children's issues, Constitution reform, legislation, and the like, that program regularly partners with social service agencies though its practicum and volunteer programs. Similarly, the Student Government Association conducts voter registration campaigns and at least two blood drives each year.

Montevallo is extensively involved in outreach to local K-12 schools. These include collaboration with schools in Shelby, Bibb, Chilton, and Talladega Counties and the cities of Hoover and Sylacauga. This collaboration includes the use of schools for professional lab experiences and internships as well as support for ongoing programs in the schools. Montevallo's faculty works closely with the local schools to develop ways to integrate technology into instruction. The University also annually welcomes approximately 1,300 K-12 students to campus for workshops designed to enhance an early appreciation for literature and to enhance creative writing skills. Additionally, the University's College of Fine Arts offers a significant number of cultural and educational programs, exhibits, and performances at little or no cost both on-campus and in local K-12 schools. The University's Career Center partners with other educational and health care entities to offer career development programming to underserved or marginalized populations such as Hoover's Alternative High School parents, Talladega high school students, and Children's Harbor transplant patients.

State Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

Quality is the hallmark of a Montevallo education. The State of Alabama is fortunate to be one of only twenty-one states that has chosen to recognize the importance of traditional liberal studies by setting aside one institution to specialize in those disciplines. Montevallo has embraced this charge and is recognized nationally as a leading liberal arts university. Without a doubt, there is demonstrable value, both intellectual and economic, in the development of critical thinking ability, comprehension, and communication skills. Montevallo regularly excels in these vital areas as evidenced by its Tier 1 ranking this year by *U.S. News and World Report* and its distinction of being the highest-ranked public master's-level university in Alabama.

Guided by an unwavering focus on its mission, Montevallo places greater emphasis on the *quality* of academic programs and students than on the *quantity* of degree programs offered or the number of students enrolled. Montevallo does not equate success with growth, but rather with how well it fulfills its mission to offer high quality, affordable degree programs in a small college setting. Montevallo does not have an open enrollment policy but, instead, is selective in the recruitment of its student body. Approximately one in five Montevallo freshmen was a high school valedictorian or salutatorian or had a high school grade point average of 4.0; moreover, the average high school grade point average for Montevallo's entering freshmen is 3.29 The average ACT score for entering freshman at Montevallo has increased steadily and is currently 22.0--well above national and state averages. Montevallo's most recent freshman retention rate of approximately 75% is evidence of both a high-quality student body and a dedicated faculty.

The University of Montevallo is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors' and masters' degrees. Additionally, the University is committed to attaining and maintaining national accreditation in its academic programs when such recognition is available and appropriate. The University of Montevallo and its programs have been accredited or approved by the following organizations: the Association to Advance Collegiate Schools of Business, the International Association for Management Education, the American Dietetics Association, the American Speech-Language-Hearing Association, the Association of Family and Consumer Sciences, the Council for the Accreditation of Counseling & Related Educational Programs, the Council for the Education of the Deaf, the Council on Social Work Education, the Department of Education of Alabama, the National Association of Schools of Art and Design, the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, and the National Association for the Education of Young Children.

Montevallo's quality is further enhanced by having significant numbers of students actively engaged in research, scholarship, and creative activities with faculty mentors though an extensive Undergraduate Research program. The aim of this program is to involve students in their own learning, to develop teamwork and pride, to enhance interdisciplinary learning, and to share in the exhilaration of discovery. These students regularly present their works at the annual meetings of the National Conference on Undergraduate Research. In the past year, Montevallo also enhanced its instructional programs by the implementation of a revised core business curriculum and a new BFA concentration entitled "New Media" that integrates multiple media within the Art curriculum.

Montevallo's campus-wide assessment program measures progress toward educational outcome goals, promotes improvements in teaching and learning, evaluates the accomplishment of educational and administrative goals, and facilitates continuing review of institutional effectiveness. Students participate in a variety of evaluative activities, beginning during the freshman year and continuing beyond graduation. A new "information literacy" assessment was implemented last fall; likewise, the University's general education core curriculum has been reviewed and a process for embedded assessment of each course has been implemented. Students may be required to take nationally and locally developed tests and surveys, contribute to portfolios, share ideas in focus groups, respond to interviews, or participate in other ways to improve the education and services provided by the University. Assessments of other aspects of institutional effectiveness are regularly conducted by and through academic and administrative departments.

State Goal 4 – Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

The University of Montevallo constantly strives to be productive and accountable to its mission, its students, and the people of Alabama. Since 1993, Montevallo has combined or eliminated forty-seven academic programs allowing the University to devote its full focus to its current thirty-seven degree programs. Montevallo regularly seeks ways to be more administratively efficient. For example, the University has no assistant or associate deans, assistant or associate vice presidents, or assistant or associate athletic director positions. Similarly, by recently combining the departments of English and foreign language, and the departments of biology and chemistry with the department of mathematics, the University eliminated two department chair positions. Since 1992 the University has offered retirement incentive programs on two occasions thereby helping keep the number of full-time faculty positions constant while reducing salary expenses.

Since abandoning the traditional one-third/ two-thirds split in the Education Trust Fund (ETF) in 1995, the State of Alabama has shifted nearly one billion dollars away from the four-year universities to the K-12 and two-year college segments of the ETF. Montevallo's portion of this loss is estimated to be over \$17 million. The University's 2004-2005 State appropriation was approximately \$15.7 million. In other words, in less than ten years Montevallo lost more than a year's State appropriation. During the 2005 legislative session, the University of Montevallo worked in conjunction with other public universities to receive a 13.5% increase in the FY 2006 Education Trust Fund for the public universities (and 14.2% for UM)—the largest single year increase for the public universities in more that two decades. In order to be a good steward of its State support, the University has implemented aggressive energy and water conservation projects, reduced the number of vehicles in the motor pool, refinanced debt, and eliminated 60 university positions by outsourcing grounds, housekeeping, computer services, food service, bookstore, garbage collection, pest control, and elevator and telephone maintenance.

Through its Academic Programs Initiatives, Montevallo encourages participation in programs such as a Speakers Bureau, Museum on Main Street, and grant-writing projects that include cultural and educational events across the state. These efforts include lobbying both in Montgomery and Washington for sustained funding to support these programs.

The President and his Special Assistant, serving as the University's Legislative Liaison, work closely with colleagues from Alabama's fifteen public universities to lobby the Governor and the Legislature for more stable funding for the State's public universities. The University is an institutional member of the Higher Education Partnership and encourages individual membership among its faculty, staff, students, alumni and friends to promote strength and unity within the public universities' grass roots advocacy organization. Over 100 Montevallo employees are individual members of the Higher Education Partnership making UM's membership among the highest proportionately compared to other public institutions. Similarly, the UM Faculty Senate is also a member of the Partnership. The University is also an active participant in the development of the Alabama Commission on Higher Education's Unified Budget Request and annually works for adoption of the UBR.

Montevallo has adopted an aggressive strategy for securing Congressional appropriations for special projects and has been rewarded most recently with \$625,000 in Congressionally directed grants for research projects and equipment at the University's Ebenezer Wetland. Currently, the University has research, equipment, and building project requests in excess of \$3 million before its Congressional delegation.

State Goal 5 – Workforce Development: Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

Economic development is a by-product of the higher education enterprise. The University of Montevallo's core educational and business values are teaching, research, and service. The University's annual financial impact on the state's economy is approximately \$64 million. Montevallo's legislatively mandated mission to provide a small college experience rooted in the liberal arts provides limited opportunities for external displays of direct economic impact other than the remarkable success of the University's graduates in a diverse array of disciplines. Montevallo was the first university in Alabama to guarantee the quality of its College of Education graduates, and this year's forty-nine graduates of the Michael E. Stephens College of Business scored in the top 20% nationally among 80,000 students at 469 institutions who took the Business Major Field Test. Montevallo graduates are, without question, well prepared to join the workforce upon graduation.

UNIVERSITY OF NORTH ALABAMA

University of North Alabama

2004-05 Board of Trustees Report on Implementation of the State Plan for Higher Education 2003-04 to 2008-09

Prepared for Alabama Commission on Higher Education

Submitted September 28, 2005

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STATEMENT OF PURPOSE, ROLE, AND GOALS

The University of North Alabama is a comprehensive regional state university, offering undergraduate and graduate degrees, and serving the educational needs of students through all appropriate means of delivery. This stalwart university shares the broad purpose of all institutions of higher learning for the discovery, preservation, and transmission of knowledge through teaching, research, and public service. Within this broad purpose the University recognizes an obligation of service to the people and the needs of the state and the region. Toward the fulfillment of its purpose and role the University seeks to provide:

- a quality foundation of common knowledge, skills, and insights based on general studies to meet the students' needs for academic advancement, vocational attainment, responsible citizenship, and personal fulfillment;
- a broad range of high quality academic programs to prepare students to succeed in general, professional, preprofessional, and career fields founded in the arts and sciences, business, education, and nursing and allied health;
- a university environment which serves as a source of pride, which supports and complements academic preparation, and which extends the students' opportunities for intellectual, personal, ethical, and social development;
- an intellectual climate which promotes critical and independent thinking, and a free and open exchange of ideas;
- emphasis on and support for a high standard of excellence in teaching;
- aesthetic and cultural enrichment and activities for the surrounding community;
- support to individual and institutional basic and applied research which are integral to effective teaching and learning as well as to the University's fulfillment of its obligations for the general expansion of knowledge and for the economic development of the region and the state;
- extended access to the University's public service resources and programs in the interests of occupational advancement, personal enrichment, and community needs; and
- world wide access to high quality distance learning opportunities.

The University goals flow from and complement the Statement of Purpose and Role. These measurable goals are as follows:

- to offer general education programs which will provide students with a broad foundation of common knowledge, basic skills, and cultural insight;
- to graduate students who are competitive in their major fields and who demonstrate mastery of their subject areas;
- to provide library/informational resources and other support functions which include the technologies, materials, facilities, and services needed for quality teaching, research, and public service;
- to recruit and retain a diverse student population that indicates admission without regard to age, color, disability, national origin, race, creed, sex, or religion;

- to maintain an administrative system, including university advancement, which will support the attainment of institutional goals through effective management;
- to provide student oriented programs, activities, and services that complement academic preparation and extend student opportunities;
- to provide a campus environment that serves as a source of pride and supports and complements the concept of a university community;
- to provide an intellectual climate which promotes critical and independent thinking, innovative programs, and a free and open exchange of ideas;
- to recruit and retain a diverse and a highly qualified faculty who demonstrate excellence in teaching, in scholarly activities, and in public service;
- to recruit and retain faculty and staff without regard to age, color, disability, national origin, race, creed, sex, or religion;
- to extend access to university programs which will maintain a positive university-community relationship;
- to provide university research and public service support for economic development which enhances the region and the state; and
- to offer high quality distance learning opportunities with world-wide access.

HISTORY AND LOCATION

The University occupies the beautiful campus of over 130 acres in a residential section of Florence, Alabama. Florence is located just north of the Tennessee River and is the largest city in a four-city area that includes Tuscumbia, Sheffield, and Muscle Shoals. It serves as the educational and cultural hub for a tri-state region encompassing northwest Alabama, south central Tennessee, and northeast Mississippi. The entire metropolitan area has a combined population of approximately 140,000 people. The University of North Alabama, established in 1830 as LaGrange College, became in 1872 the first state-supported teachers' college south of the Ohio River and one of the first coed colleges in the nation. The University of North Alabama has developed into a comprehensive regional university providing quality educational opportunities for students, with majors in four colleges—arts and sciences, business, education, and nursing and allied health.

Graduate studies were introduced in 1957 with the establishment of master's degree programs in education, and have been characterized by continued expansion: a sixth-year program in education (1971), a master of business administration degree program (1975), a master of science in criminal justice degree program (1994), and a master of arts in English degree program (1999).

ORGANIZATION

The governing control of the University is vested in a Board of Trustees established by action of the State Legislature (HB 650, Act No. 773, September 9, 1967, Section 316-51-1, et seq. Code of Alabama). The board is composed of the Governor as president ex officio, the State Superintendent of Education as a member ex officio, and nine members—six from within the area comprising the Fourth and Fifth Congressional Districts and three from the state at large—

appointed by the Governor by and with the advice and consent of the State Senate. The chief administrative officer of the University is the President. The President is assisted and advised by an administrative staff, by members of the faculty and faculty agencies such as the Faculty Senate, Staff Council, Graduate Council, and by various university committees. Each college of the University is administered by a dean, and each department by a chair.

BOARD OF TRUSTEES FOR THE UNIVERSITY OF NORTH ALABAMA

Mr. David B. Abramson

29310 County Road 14 Florence, AL 35633 Appointed April 11, 2000 Term expires September 9, 2007

Mr. Billy Don Anderson

126 Clear View Drive Sheffield, AL 35660 Appointed April 3, 2000 Term expires April 3, 2012

Mrs. Lisa G. Ceci

1319 Toney Drive SE Huntsville, AL 35803 Appointed December 29, 2004 Term expires September 9, 2015

Mr. John B. Cole

142 N. Sequoia Blvd. Florence, AL 35630 Appointed September 19, 2003 Term expires September 9, 2015

Mr. Ronnie G. Flippo

400 Marian Way Florence, AL 35634 Appointed April 3, 2000 Term expires April 3, 2012

Dr. Allen Long

220 Cypress Forest Drive Florence, AL 35633 Appointed September 28, 1995 Term expires September 9, 2007

Mr. Marc McCreary

1115 Wills Avenue Florence, AL 35630 Appointed September 28, 1995 Term expires September 9, 2007

Mr. Steven F. Pierce

P. O. Box 2849 Florence, AL 35630 Appointed April 3, 2000 Term expires April 3, 2012

Mr. Harvey F. Robbins

Robbins Property Development 100-B South Main Street Tuscumbia, AL 35674 Appointed September 19, 2003 Term expires September 9, 2015

STRATEGIES FOR ADDRESSING STATEWIDE GOALS

The University of North Alabama embraces fully the State Plan for Alabama Higher Education 2003-04 to 2008-09 and appreciates deeply the opportunity it was provided to help shape its contents. Further, the University recognizes the overall leadership contributed by the Commission for the creation of this well-considered Plan that provides a compass for plotting the

overall course of higher education in the State for the next five (5) years. Consistent with this Plan, the University is engaged in a number of actions that address, both directly and indirectly, the Plan's overarching purpose, underlying assumptions, and supporting goals and objectives. In the ensuing, the University is providing a brief summary of actions in which it is engaged addressing sequentially each of the five (5) goals in the report.

• Goal 1 – Access: Elevate the educational attainment of all citizens.

The University of North Alabama has a long and distinguished history of providing access to a quality education at an affordable price. In this regard, the University keeps tuition and fees charged to its students at the lowest possible level in association with legislative appropriations that support offering an excellent academic program and living/learning environment needed for a complete university experience. Student financial assistance is offered to all students who attend the University, and approximately 67% of these students are on some form of financial assistance, including grants, loans, scholarships, and work-study (often in combination). Scholarship support provided by the University and the University of North Alabama Foundation has increased intentionally and significantly during the past fifteen years. One of the highest priorities at the University is to develop additional scholarship support through philanthropic contributions from individuals, corporations, and other sources. Since nearly all scholarships offered by the University are renewable upon satisfactory performance by recipients, these scholarships have a positive impact upon both student recruiting and student retention through graduation.

In addition to supporting actively the Statewide Transfer and Articulation Reporting System (STARS), the University has forged and executed a number of institution-wide and academic program specific articulation agreements with other institutions of higher education in order to encourage the seamless transfer of courses in an efficient and effective manner. Among other things, the University has a vibrant Early Scholars Program, Senior Scholars Program, and is an active supporter of the Service Members Opportunity College (SOC) and the Defense Activity for Nontraditional Education Support (DANTES). The University recognizes the General Education Department (GED) certificate and offers advanced standing credit through the College Entrance Examination Board (CEEB) College Level Examination Program (CLEP). It sponsors a Presidential Mentors Academy to help minority students succeed and thrive at UNA. Further, the University encourages lifelong learning through the Institute for Learning in Retirement (ILR). One recent and exciting development at the University is the creation of an academic honors program to help the University recruit and retain, more extensively and effectively, academically gifted and talented students.

For many years, UNA has been engaged in providing academic courses and programs via distance learning. Among other things, the College of Business at the University was a pioneer in being one of the first universities in the south to offer the Master of Business Administration (MBA) in China via distance learning technology. Further, the College of Nursing and Allied Health offers a baccalaureate degree (via distance learning) in nursing for nurses who already possess an associate degree or diploma in nursing. Currently, the College of Nursing and Allied Health is engaged in the process of seeking permission from the

Alabama Commission on Higher Education (ACHE) to offer an online Master of Science in Nursing degree with concentrations in Nursing Administration and Nursing Education.

Finally, the University is engaged in a campus-wide initiative to enhance student retention through graduation. This initiative follows a considerable amount of dialogue and planning to improve student recruiting and retention. One of the outcomes of this has been to retain STAMATS to conduct a study of student retention matters and related town/goal relationships with an associated set of suggestions and recommendations to follow. It is expected that translating the report from STAMATS into a series of action items and then implementing them will become a high and pressing priority of the University.

• Goal 2 – Cooperation: Offer relevant education programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

Since its inception, the University has been engaged in providing an appropriate array of academic courses and programs to prepare well its graduates to meet with the challenges of society and for advanced graduate and professional studies. With its origins as a Normal School, the University is a leader in preparing highly qualified teachers in the State, region, and nation. Complementing its College of Education, the University offers academic courses in its colleges of Arts and Sciences, Business, and Nursing and Allied Health.

Academic courses and programs provided by the University are complemented by a wide array of non-academic credit classes and programs offered under the auspices of Continuing Studies and Outreach Units (CEUs) or other professional education (e.g., CPA) units that provide objective evidence of attendance and attainment of knowledge, skills, and abilities (which may be needed to obtain or maintain professional certificate or licensure). Relatedly, UNA's Institute for Learning in Retirement (ILR) provides an organization and supporting community to help meet the needs and interests of senior citizens for continuing education, cultural enrichment, educational travel, and for other worthy activities.

In order to meet, in part, its Statement of Purpose, Role, and Goals, the University has forged many partnerships with businesses, government, non-profit entities, K-12, and other colleges and universities, Among other things, the University hosts and staffs the Small Business Development Center (SBDC) which provides assistance to small businesses or to individuals planning to start a small business. Faculty, staff, and administrators at the University support fully the Shoals Chamber of Commerce, Shoals

Among its various partnership activities, the University has a positive working relationship with Northwest Shoals Community College. The University supports actively a local health care clinic that provides access to quality health care for individuals and families who would not otherwise have access to such care. In collaboration with the Alabama Department of Youth Services (DYS), the University, via its Department of Social Work, operates a custodial home for teenage adjudicated females in order to help these young ladies develop the necessary knowledge, skills, abilities, and self-discipline to overcome past problems and to become productive citizens. In conjunction with Point Clear Holdings

(PCH) and the Retirement System of Alabama (RSA), the University is providing students prepared in hospitality management to various RSA properties managed by PCH for internships and to fill associated employment vacancies upon their graduation from UNA. Further, UNA's College of Education is engaged in teacher in-service education and other outreach activities to help prepare better current teachers to serve their students. Finally, the University is working actively with the law enforcement community to become a regional law enforcement training center with the goal of providing excellent law enforcement training at the lowest possible price.

• Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

Accountability is deeply ingrained in and infused throughout the University of North Alabama. Established by statute and operating in strict accordance with the public trust, the University subscribes to and embraces fully the central and critical importance of accountability. Ensuring high levels of accountability for the precious resources invested in the University of North Alabama (by the Legislature through its annual appropriation and otherwise, payment of tuition and fees by students, earnings from institutional investments, and other sources) has been and continues to be a cornerstone in the operation of the University. To make certain that the University of North Alabama is providing the best quality and value for the students that it services, the University has taken positive actions to ensure that it has sought, obtained, and maintained accreditation by nationally recognized and federally approved accrediting organizations that exist and function as external independent entities. All of these accrediting bodies apply rigorous objective standards to assess whether the University and its various academic programs are fully accountable and operating in a manner consistent with the accepted practices in the field. These accrediting bodies hold national approval by the National Advisory Committee on Institutional Quality and Integrity (NACIQI), and all employ a carefully considered set of measurable objective criteria by which the accreditation decision is made.

In association with accreditation obligations and otherwise as prudent actions, the academic community and all other aspects of the University are engaged regularly in assessment, evaluation, and other related processes from which information is gleaned and used for continuous quality improvement. Among other things, all cost center heads (i.e., individuals with budgetary authority and responsibility) at the University are required to submit annual progress reports with clearly stated measurable objectives to institutional goals, actions taken to achieve these objectives, an assessment of achievement for all objectives, and plans for overcoming any deficiencies noted. These reports are routed through the organizational hierarchy and are summarized by the President of the University or by the appropriate vice president, both in writing and orally, at the annual Board of Trustees meeting in June of each year. Through this process of assessment, evaluation, and informed decision-making, the University expects to and has identified strong programs, functions, and services for positive recognition. In addition, the University has identified programs, functions, and services requiring refinement, with resulting improvement or elimination. Consequently, the benefits of planning and evaluation result in better and more

informed decisions that lead to optimal use of limited resources and continued improvement of quality and accountability in all aspects of the University.

Recognizing the value of seeking meaningful information from employees and alumni, the University has a number of active advisory groups for its academic programs. For example, both the College of Business and the College of Education have advisory councils. In order to improve student advising for academic and other purposes, the University recently created the Center for Academic Advising and Retention Services. Further, to provide undergraduate students and faculty with additional objective information as to the fundamental core preparation of undergraduate students, the University has instituted the Collegiate Assessment of Academic Proficiency (CAAP) examination. Results of the CAAP examination are considered as part of the continuous quality improvement of the academic programs at the University.

It is the policy of the University of North Alabama to adhere fully to the letter and spirit of all laws and to afford equal opportunities for employment to qualified persons regardless of age, color, creed, disability, national origin, race, religion, and sex. The University has a longstanding tradition of providing appropriate public notice of all vacant positions; ensuring that there are valid, reliable, and contemporary job descriptions for all positions; utilizing fair and equitable search and screening protocols (including verification of educational attainment, previous employment history, credit worthiness, and criminal background); and hiring, training, and retaining the most suitable employees. All new employees receive a formal orientation and periodic training as warranted and appropriate. Full-time faculty are evaluated regularly and anonymously by their students. The results from these evaluations are shared with the faculty members and their respective supervisory chains and are considered in tenure and promotion decisions. Relatedly, all full-time staff employees undergo performance evaluations during a defined probationary period. Thereafter, all staff employees are evaluated formally on an annual basis by their respective supervisors (via a standardized instrument) approved by the University. Such evaluations are used to reinforce positive and superior performance by staff employees; to identify and offer suggestions for areas of performance in need of improvement; and to make informed decisions as to continuation of employment, promotion/demotion, and other similar personnel actions.

Recognizing that human resources are an extremely precious resource, the University strives, within its budgetary capacity, to provide ongoing professional development and training opportunities for all of its full-time faculty, staff, and administrators. In this regard, all full-time employees may take up to two (2) academic courses per semester at the University without paying any tuition. Moreover, the University provides other developmental opportunities for faculty to attend conferences, workshops, symposia, and other related scholarly activities. Recently, a special budgetary appropriation for faculty development was initiated and approved by the President, and this appropriation will become a recurring budgetary line item.

• Goal 4 – Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

The University of North Alabama is a stalwart proponent of the importance and value of providing opportunities for Alabama citizens to obtain a quality education at an affordable price. In association with this goal, the University advocated, in a collaborative fashion, with a variety of entities and individuals (e.g., elected and appointed officials, other institutions of higher education, the Higher Education Partnership, the Alabama Commission on Higher Education, and the Alabama Council of Colleges and University Presidents) the attainment of more stable and abundant funding for higher education through aggressive support for tax reform and otherwise. Despite this advocacy, legislative appropriations to the University for its operating budget continue to decline as a percentage of funds needed to provide a quality education. In this regard, the percentage of the operating budget a the University has declined over the past ten (10) years from nearly 60% to less than 50%, which has compelled the University to increase tuition and fees at a rate much higher than is desirable.

Further, despite the growing backlog of deferred maintenance and an established need for new construction, the State has been unable to provide any reasonable amount of capital bond funding to the University for a number of years. In the absence of this capital bond funding, the University has had to produce additional revenue through increased tuition and fees (so that it can set aside funds for building repairs and renovations that should be provided by the State through capital bond funding). Also, the University has been compelled to take on debt to address pressing capital needs, which adds to the tuition and fee burdens of its students.

Finally, the University has increased its efforts to attract additional levels of philanthropic support to provide a level of excellence not otherwise possible with funds provided through legislative appropriations and tuition and fees. Scholarship support, both immediate use and endowment, is a very high fundraising priority for the University as it helps with both student recruiting and student retention through graduation. Also, the University seeks actively funds for eminent scholar chairs, professorships, library acquisitions, capital construction, and for other worthy purposes.

• Goal 5 – Workforce Development: Economic prosperity involving all segments of public education in Alabama's future.

Preparing its students well to meet the challenges and rigors of a highly competitive global marketplace is an important aim of the University. This aim is achieved, in part, by offering a wide array of academic offerings (both on and off campus) through traditional and non-traditional means. Additionally, this aim is attained through non-academic offerings provided via the Office of Continuing Studies and Outreach. Since the contemporary labor force must be better educated (broadly) and more technologically competent (more narrowly) than previous generations and this trend is likely to continue, the University strives to provide educational experiences that accomplish these two-fold purposes.

Recognizing that a substantial segment of the student body of the University must work either full-time or part-time, the University offers a substantial number of academic courses and portions of academic programs during the evening hours and a more limited number of courses on weekends and inter-sessions. It also provides selected academic courses and programs, via distance learning, and offers assistance to businesses by providing workplace training and education that allows employees to receive necessary and otherwise beneficial training and education (either at or proximate to business locations).

In response to adverse financial conditions resulting in a temporary or permanent loss of jobs in the greater north Alabama region, the University has reached out to employers and employees so affected. Among other things, the University has provided assistance with worker training and education as well as helping those who are losing or who have lost their employment. Additionally, the University has provided tuition scholarships and other assistance for dislocated workers to help them gain access to educational opportunities without enduring further economic hardships. Further, UNA has provided assistance to families of individuals who have been called to support their country on active military duty. Finally, the Office of Career Services has offered assistance to dislocated workers in helping them to prepare job applications and supporting materials as well as offering guidance to them with interview techniques and related matters.

SUMMARY AND CONCLUSION

Unquestionably, the State Plan for Higher Education 2003-04 to 2008-09 produced by the Alabama Commission on Higher Education, with substantial consultation with and inputs from business and educational communities in the State provides a heuristic for guiding individual and collective actions, that is supported fully by the University of North Alabama. This Plan is consistent with and complementary to the official Statement of Purpose, Role, and Goals of the University (as presented earlier in this document). Accordingly, the University is engaged actively in achieving the goals and objectives of this Plan, and will continue to do so. Finally, the University appreciates the opportunity to have been involved in shaping this Plan and in being invited to offer this report, both in writing and orally.

UNIVERSITY OF SOUTH ALABAMA

UNIVERSITY OF SOUTH ALABAMA BOARD OF TRUSTEES SECOND ANNUAL REPORT TO THE ALABAMA COMMISSION ON HIGHER EDUCATION

STATE PLAN FOR ALABAMA HIGHER EDUCATION 2003-04 - 2008-09

Goal 1 - Access: Elevate the educational attainment levels of all citizens.

The University of South Alabama is committed to elevating the educational attainment levels of all citizens. With more than 55,000 degrees awarded - including almost 1,800 Doctor of Medicine degrees - USA is the primary provider of baccalaureate, graduate, and professional education in its geographical area. The University awards more than 2,000 degrees a year, with most of these graduates remaining in the Mobile area serving in the fields of education, health care, engineering, science, computer technology, business, visual and performing arts, humanities, and other disciplines. For the academic year 2004-2005, USA awarded the following degrees: Bachelor's -1,361; Master's -714; Ph.D. -11; M.D. -59; Total -2,145.

USA, with a fall 2004 enrollment of 13,538 students, has grown by 17% over the past five years compared to the statewide average university growth of 7%. African-American student enrollment has increased from 14.2% of the student body in fall 1999 to 16.8% in fall 2004. These gains are the result of aggressive recruitment efforts, significant growth in scholarship programs, and greater community awareness of the quality and scope of USA's academic programs.

USA serves a large number of adult and non-traditional students, particularly through the academic programs of its School of Continuing Education and Special Programs. Opportunities for access are facilitated, also, through articulation agreements with 22 two-year institutions, ensuring transferability of educational achievements. Additional opportunities for access are provided through distance learning. More than 100 courses are offered in an online distance learning format. The following academic programs can be completed entirely online: M.Ed. and Class A Certification in Educational Administration; M.S. in Instructional Design and Development; M.Ed. and Class A Certification in Educational Media; and several undergraduate and graduate programs in Nursing.

Although the University of South Alabama has maintained an active presence in Baldwin County for more than 20 years, recent program enhancements are creating even greater access to higher education for the citizens of that rapidly growing area. Responding to the critical need for additional health care professionals, the College of Nursing's degree programs have been extremely successful and continue to experience significant enrollment increases. In addition, the University is expanding program offerings at the USABC Campus in downtown Fairhope in fields such as education, business, criminal justice, communication, and psychology.

Goal 2 - Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

The University of South Alabama is actively engaged in business, government, K-12, and private sector partnerships to ensure that its educational programs address economic, intellectual, and social problems.

Approximately 85% of the educators in Mobile County have earned degrees or certificates from USA. Enhanced partnerships, cooperative research projects and other interactions with the Mobile County and Baldwin County Public School Systems are ongoing. Programs and centers such as the youth violence prevention initiative, service learning, business and economic research, small business development, recreation and the arts, lifelong learning, college head start for talented high school students, science education on wheels, Upward Bound, Special Services, and in-service training for teachers are only a few examples of USA's partnering with the public and private sectors to serve community needs.

USA's Technology and Research Park, recipient of the Mobile Area Chamber of Commerce's 2003 Innovation Award, offers new opportunities for collaboration between leading technology firms and university faculty and students to develop new products and processes, as well as contributing significantly to economic and employment growth in the area.

Other successful partnerships with business have resulted in joint research and product development in areas including nutritional supplements, tire recycling technology, and new drug treatments for Alzheimer's disease and cancer.

Active involvement by faculty with community and professional organizations extends their knowledge and skill resources beyond the campus. The University's colleges and schools build and reinforce cooperative relationships with industry, education, and government through advisory councils made up of leading practitioners who lend their insights and expertise to ensuring that academic programs are responsive to current and future needs of the state and local area.

In support of the state's objective to strengthen health care training and develop incentives to meet the shortage of health care workers in Alabama, USA graduates outstanding physicians, nurses, and allied health professionals each year. With a fall 2004 enrollment of 1,936 students, the College of Nursing ranks among the largest nursing education programs in the United States. Through its hospitals and clinics, the University serves more than 250,000 people per year, about one-third of whom have no insurance and otherwise might go without care.

In one of the most significant collaborations in its history, the University in late 2005 entered into a strategic health care alliance with the one of the state's largest private hospitals, Infirmary Health System. Under this relationship, the two systems will work to enhance health care in the region through joint initiatives in patient care, education of

medical students and others in the health professions, and medical research, stemming initially from the USA Cancer Research Institute. The largest research initiative in USA history, the Institute is also a result of USA's funding collaboration involving the city, county, state, federal government, private donors and private business.

USA is also central to a statewide effort with the Alabama Medicaid Agency and the Department of Public Health to use remote computer technology to monitor the health of patients in rural areas who have poor access to physicians. This program of USA's Center for Strategic Health Innovation recently was given the 2005 Innovations Award by the Southern Legislative Conference.

Goal 3-Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

The assessment of student learning at USA is embedded in the university's Annual Review & Projections Program.

The Annual Review & Projections Program, which is a university-wide program at USA, is the fundamental means used to ensure that the university is fulfilling its mission within Alabama's overall plan for higher education. All departments, colleges, and divisions are required each year to review their performance in the year just completed and project their goals and objectives for the year ahead. In reviewing performance in the year completed, departments use the results of that review to improve their policies, practices, and programs.

Departments in the Academic Division use the Annual Review & Projections Program to assess student learning. The assessment of student learning at USA rests on a clear articulation of the Student Learning Objectives for both the general education component of a student's academic career and for each degree program.

Several major steps were taken in academic year 2004-05 (July 1, 2004, through June 30, 2005) to strengthen the assessment of student learning and, consequently, the university's instructional programs. The Office of Academic Program Assessment was established, reporting directly to the Senior Vice President for Academic Affairs. A director was hired with considerable experience in academic assessment.

Further refinements were made to the Annual Review & Projections Program process in the assessment of student learning. Clear guidelines were developed for the assessment of student learning. A format was developed for identifying the specific methods to be used in determining if students were in fact achieving the learning objectives of a particular academic program. The format also called for an explication of how the results of that assessment were used to improve the program.

An Assessment Advisory Group was established to oversee the university's efforts to improve academic assessment—and the quality of instruction. During academic year 2004-05, the Academic Advisory Group prepared a draft of an Academic Assessment Plan that

will further enhance the university's efforts in improving student learning. It is expected that a final version of the Academic Assessment Plan will be ready for adoption in November 2005.

Also in academic year 2004-05, an investigation began on ways in which to move the Annual Review & Projections Program (including the assessment of student learning component) to an electronic platform. Various software were evaluated. The director of academic program assessment visited an onsite location where one of the software programs was being used. It is expected that a decision will be made in the fall of 2005 about which software program to adopt. Training of department and division heads in the use of the new software will follow shortly.

Goal 4 - Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

In addition to providing an educated workforce, the University of South Alabama injects more than \$1 billion into the economy annually through its teaching, research, and health care missions. USA has reacted to stagnant state appropriations by being resourceful in generating revenue from other sources, including external grants and contracts, federal appropriations, health care services, tuition revenue growth, and private gifts. Of its total 2005-2006 budget of \$570 million, the university will generate \$469 million, while receiving \$101 million from the state. Since 1998, USA has aggressively sought to increase its external funding. Each year, USA generates more than \$30 million in competitive external contracts and grants, and the University has received more than \$100 million in direct federal appropriations since 1998. In addition, the University has dramatically increased its efforts over the past five years to seek private philanthropic support, with private giving rising from approximately \$2 million per year five years ago to more than \$11 million annually today.

USA has been in the forefront of raising awareness of the need for significant reform to achieve equitable and adequate funding for higher education. The University works diligently with state, county, and local government leaders, legislative delegations, and the business community to advocate for additional state funding for higher education and to promote economic development initiatives.

Likewise, with the endorsement of key government and business leaders, the University is actively engaged in economic development initiatives of significant benefit to the state and region. Such initiatives include the USA Cancer Research Institute and the USA Technology and Research Park. In the process of providing state-of-the-art cancer research and treatment, over the next few years the Institute is expected to create some 700 jobs, stimulate the development of biotechnology businesses, and have an economic impact of \$1 billion.

Similarly, the Technology and Research Park boosts the economy while providing a link for faculty and students to rapidly expanding technology and biotechnology companies located in the Park. The Park attracts and retains clean and sustainable high-tech jobs, now employing more than 200 local citizens.

<u>Goal 5 - Workforce Development: Enhance economic prosperity by involving all</u> segments of public education in Alabama's economic future.

In addition to providing direct employment for some 5,800 people in its region, through its teaching, research, and health system, the University of South Alabama plays a key leadership role in creating opportunities for all of Alabama's citizens to achieve economic prosperity.

Throughout the curriculum, USA prepares students for the challenges of technologically advanced workplaces. With more than 46,000 graduates, USA has contributed to the workforce some 1,800 medical doctors, 8,400 teachers and school administrators, 4,500 nurses, 2,600 engineers, 1,700 accountants, 1,200 computer sciences professionals, as well as highly skilled workers in many other fields of study and career preparation in all of the institution's nine colleges and schools.

Many of these educational programs are supported and enhanced through competitive external contract and grant funding, totaling some \$30 million annually, and more than \$100 million in direct federal appropriations since 1998.

USA's Technology and Research Park represents a partnership between higher education and high-tech industry that will produce significant employment opportunities for Alabama citizens in technology fields. The Cancer Research Institute is expected to generate some 700 jobs associated with research, patient treatment, and biotechnology.

In addition, University faculty, staff, and administrators are active participants in workforce development initiatives of area chambers of commerce and economic/community development organizations.

RESOLUTION

REPORT TO ACHE ON STATE PLAN FOR ALABAMA HIGHER EDUCATION

WHEREAS, the Alabama Commission on Higher Education (ACHE) has developed a *State Plan for Alabama Higher Education*, 2003-2004 to 2008-2009 (Plan), and

WHEREAS, the ACHE Plan sets out five overarching goals with objectives - Access, Cooperation, Quality, Resources, and Workforce Development, and

WHEREAS, to demonstrate the accountability of the state's higher education institutions, ACHE has proposed that the boards of trustees of each institution annually submit a report on the institution's accomplishments toward achievement of the goals and objectives in the state Plan, and

WHEREAS, the Board of Trustees approved the first such annual report at its December 2004 meeting, and

WHEREAS, the second annual report to ACHE is due to be submitted by November 1, 2005,

NOW, THEREFORE, BE IT RESOLVED that the University Board of Trustees approves the attached report entitled *University of South Alabama Board of Trustees Second Annual Report to the Alabama Commission on Higher Education State Plan for Alabama Higher Education 2003-04-2008-09*, and authorizes the President of the University to submit said report on its behalf to the Alabama Commission on Higher Education.

UNIVERSITY OF SOUTH ALABAMA BOARD OF TRUSTEES

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Ms. Bettye R. Maye (Secretary)

1600 East 4th Avenue

York, AL 36925

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UNIVERSITY OF SOUTH ALABAMA MISSION STATEMENT

(JPC Revision of 4/27/93)

The University of South Alabama was chartered in 1963 by the State of Alabama as a comprehensive, coeducational institution of higher education. The University serves as a major center of high quality and accessible undergraduate, graduate and professional education for metropolitan Mobile, the State of Alabama, the Gulf Coast region, and the southeastern United States. The University mission actively embraces the functions of teaching, research, public service, and health care through which it vigorously pursues the preservation, discovery, communication and the application of knowledge. As it grows and develops, the University will focus its strengths to produce programs of interdisciplinary excellence that address the special needs of the people it serves.

Undergraduate education is designed to promote the growth of the individual to think critically and analytically, to communicate effectively, to acquire information and apply it to problem-solving, and to understand the context of global complexity and diversity in which knowledge is applied. The University is committed to the education of the whole person-the creative person. To accomplish this, a wide range of curricular and co-curricular opportunities for students to expand their cultural, physical and emotional awareness are provided. The University's environment must encourage and foster the qualities expected of leaders, such as integrity, service, stewardship, involvement and respect for individuals, as well as an appreciation for diversity. Graduate education provides students with increasing levels of challenge and opportunities for independent investigation, creative achievement, the advancement of knowledge, and participation in traditional and new forms of scholarly activity in a broad range of discipline-based and interdisciplinary programs. These programs will prepare students for new, as well as traditional, professional and academic careers.

Scholarship is an important aspect of the mission of the University and the responsibility of every faculty member. The University of South Alabama will provide quality research and scholarly activity in all areas of its academic programs and community service activities, as illustrated by the work of its faculty in business, education, engineering, mathematics, science, fine arts, humanities, and health sciences. To advance scholarship the University will provide appropriate instructional and investigative facilities within an atmosphere of academic freedom and shared governance.

Because of its location and commitment to the community, the University's academic health center is an important resource for accomplishing its mission. The University is dedicated to the education of physicians, health scientists, allied health professionals, and professional nurses who will provide the community and the region with the highest quality health care. To promote improved health care in its service region through research, teaching, and outreach programs, its hospitals and clinics will offer the latest scientific and medical technology possible.

The University is further dedicated to the promotion of lifelong learning and to the enhancement of access to education for a variety of individuals and communities. Thus, it will continue to develop programs that meet the needs of its evening, weekend, off-campus, and special program clients who seek both credit and non-credit learning experiences on campus and at the USA

Brookley campus site. The USA Baldwin County campus will provide degree programs and other learning opportunities required by the rapidly growing population in Baldwin County.

The University of South Alabama's programs of education, research, public service, and health care are all founded upon the basis of a reciprocal relationship between the institution and the community it serves. Instruction, research, scholarship, public service, and health care that enhance the economic development of the State and improve the quality of life and health of its citizens are integral and essential parts of its mission as a comprehensive, metropolitan university.

4/27/93

UNIVERSITY OF WEST ALABAMA

The University of West Alabama

Board of Trustees Report to Support the Implementation of the State Plan for Higher Education 2003-2004 to 2008-2009 in the Areas of

Access
Cooperation
Quality
Resources
Workforce Development



November 1, 2005

UWA Vision Statement

To be nationally recognized for transforming the Black Belt into a region with an appealing quality of life

UWA Mission Statement

The University of West Alabama is a state-supported, coeducational institution of higher learning governed by a Board of Trustees appointed by the Governor. As a regional institution, the University's foremost commitment is to meeting the educational needs of the state and particularly of the West Alabama area. Valuing a diverse student population, it also welcomes students from throughout the United States and from other countries.

The primary purpose of the University is to provide opportunities for students to pursue a quality education through associate, baccalaureate, and master's degrees in liberal arts, natural sciences and mathematics, pre-professional programs, nursing, technology, business, and education. Additionally, the University will assist its students in developing the important qualities of independent thinking and respect for the ideas of others and in building firm foundations of personal integrity and character in order to realize their quests for a philosophy of life and for self-fulfillment. Importance is placed on providing opportunities within the curricula for the development of enhanced skills in critical thinking, communication, leadership, and computer literacy. The University also seeks to provide students opportunities for growth beyond the classroom through a wide range of extracurricular activities, programs, and services and through the maintenance of an environment of cultural and intellectual diversity and through the encouragement of the free exchange of ideas among faculty, administration, and students.

At the University of West Alabama, the emphasis is on the traditional learner, but the institution is also committed to the concept of life-long learning and to serving non-traditional students. These include workers in area schools, businesses and industries, governmental agencies, and the professions. In serving these diverse publics, the institutional not only employs traditional means of delivery, but also seeks to expand its use of innovative technologies, including distance learning, and to networking with other educational institutions and agencies in order to more comprehensively address the needs of its region.

The University seeks to employ a vibrant, talented, and diverse faculty whose members are committed to providing leadership and fostering positive growth throughout West Alabama through research and public service, with primary emphasis on that which meets the educational, social, cultural, and economic needs of the region. In the recruitment and retention of this faculty, as with all members of the University community, the institution, consistent with its academic heritage, maintains openness to all qualified persons.

The University of West Alabama

Board of Trustees

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Dr. Joe Morton, State Superintendent of Education	Montgomery	
Mr. Alex Saad, Chairman pro tempore	Mobile	12-27-2011
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Dr. Thomas Umphrey	McCalla	12-27-2011

Goal 1: Access

The University of West Alabama works cooperatively with other education institutions and employs cutting edge technology to provide educational opportunities to all Alabama citizens. UWA's College of Education has established partnership contracts with seventeen public schools in the Black Belt area. The University recently distributed over fifty talking world globes to fifth grade classes in surrounding counties and ten copy machines to public schools in need.

The University continues to be active in the Demopolis University Center in an effort to meet the educational needs of this growing city and region. UWA has an office in the Center and currently offers graduate courses and continuing education courses on site.

The University offers ten master's degree programs and two baccalaureate degree programs completely online that serve citizens throughout Alabama, particularly teachers. These programs allow non-traditional students the opportunity to complete a degree at their own pace while continuing to work.

The University's Upward Bound program continues to be outstanding. An impressive 99% of the students in the program have graduated from high school, and 86% of program participants have enrolled in programs of post-secondary education. Approximately 64% of program alumni have earned at least one college degree or are on track to receive a college degree. In addition, many of UWA's Upward Bound alumni are currently serving in the U.S. Armed Forces. Of the twenty-one Upward Bound graduates of 2005, 100% are enrolled in post-secondary institutions. Five members of the class of 2005 are enrolled at UWA.

The University also provides facilities on its campus for adult education programs and hosts several workforce development programs in cooperation with the Alabama Department of Postsecondary Education and with Shelton State Community College.

There are 188 Trustee Scholarship students enrolled at UWA for a total cost of \$418,500. Of these, 132 are freshmen, and 56 are transfer students.

The University continues to focus on increased efforts in retention. Freshmen retention rose from 57% in Fall 2003 to 69% in Fall 2004. In addition the University saw a 5% increase in its graduation rate from 30% in Fall 2003 to 35% in Fall 2004.

Goal 2 – Cooperation

UWA partners with numerous entities across the state in fulfilling its mission of educating citizens of Alabama. The University's College of Education continues to be a leader in education, with its faculty involved in numerous service activities, including numerous K-12 in-school workshops and SACS reviews for over twenty K-12 schools in Alabama and Mississippi.

UWA is in the final stages of establishing a Manufacturing Training Institute in the machine trades area on campus. Plans are also underway to revitalize a Focused Industry

Training (FIT) program, sponsored by the Department of Postsecondary Education and the Alabama Industrial Development Training (AIDT), to train workers to fill jobs vacated by those who have found work in the expanding automotive industry.

In the area of health care, the University continues its very successful associate degree Registered Nurse program, which has a current enrollment of 140. Also, students can complete the B.S.N. from the University of Alabama at UWA. The Division of Nursing also conducts continuing education programs for health care professionals in the area regularly and is involved in numerous health screenings throughout the service area.

In addition, the University is a founding member of the Alabama Medical Education Consortium, an organization designed to help address Alabama's primary care physician shortage by providing a pipeline for quality individuals who wish to attend medical school. This consortium consists of eighteen Alabama public and private colleges and universities and three osteopathic colleges of medicine. The Consortium is administered through the University of West Alabama.

The University continues to partner with the Sumter County Fine Arts Council to bring to the area arts programs that are the envy of much more populated areas. Rich experiences in art, music, and theatre are available with an emphasis on arts education for area school children. Events scheduled for the upcoming year include a concert by Hotlanta Dixieland Jazz, *The* Nutcracker presented by the Montgomery Ballet, *Cosi Fan Tutti* presented by Capitol City Opera, a spring concert by the Alabama Symphony Orchestra, a concert by the Celtic group Henri's Notion in conjunction with this year's Sucarnochee Folk Life Festival, and presentations of *Beauty and the Beast* and *The Prince and the Pauper* by the Birmingham Children's Theater. In addition, the Department of Fine Arts has sponsored the UWA Outdoor Sculpture Exhibition for eight years.

The Livingston Press at UWA had its most productive year ever during 2004-2005. A total of ten novels and story collections were published, one of which, *The Soft Room*, was nominated by the American Library Association for two major awards, Notable Book of the Year and Alex Young Adult Reader Award. Four of these publications were reviewed in such major venues as *Booklist* and *Publishers Weekly*.

The University also engages in numerous activities to enhance the quality of life for Alabamians. The third annual Sumter and Marengo Water Festival was held on campus on October 25, 2005. Approximately 700 fourth graders from Sumter and Marengo county schools were given the opportunity to participate in classroom sessions and hands-on activities focusing on groundwater, the hydrologic cycle and the importance of water to all life.

The University sponsored its second Sucarnochee Folk Life Festival in April 2005 as a celebration of life in the Black Belt. Writers, historians, artists, musicians, singers and spectators enjoyed various events from book signings to concerts to exhibits to crafts demonstrations. Several Alabama writers were on campus during this period, including Pulitzer Prize winning writer Rick Bragg and Sonny Brewer, well-know author of *The Poet of Tolstoy*. Demonstrations of the almost lost art of blacksmithing and storytelling from Ms. Kathryn Tucker Windham informed and entertained attendees.

The University continues to serve non-traditional students by providing them with an opportunity for a college education that would not otherwise be available. There are also numerous enrichment opportunities available through continuing education. In May 2005 thirty individuals from several counties in the University's service area participated in the University sponsored educational tour of Italy. An educational tour of Spain is scheduled for May 2006.

Goal 3 – Quality

The University continues to assure accountability by regular, systematic assessment of all facets of its operation and subsequent adjustment of methods and goals. This assessment is clearly tied to the University's budgeting process. The University's five-year strategic plan was adopted by the Board of Directors in September 2004.

The University continues to expand on its *e*-Campus initiative, an initiative launched in 2000 and designed to ensure computer access to all students, faculty, and professional staff, and the networking infrastructure to allow a seamless flow of information. The University is currently in the process of converting to an integrated administrative software system that includes recruiting, registration, student records, financial aid, accounts receivable, accounts payable, accounting, payroll, asset management, etc. This system will allow the University to improve delivery of services to all faculty, staff, and students.

The University's Campus School, which opened in Fall 2003, currently has twenty-six children enrolled in its regular program, and an additional twenty students were enrolled in the summer program. This school has become an integral part of the University by offering its College of Education an excellent training center and UWA students with small children a better opportunity to receive a college degree.

The University continues to make strides in increasing the number of African-American faculty and administrative staff. The number of African-American faculty has grown from two (2.3%) in the 2000-2001 academic year to twelve (13.6%) during the current academic year. The number of African-American administrative staff has grown from two (5.1%) to five (11.6%) during this same time period. The University used the Court Ordered Recruitment and Retention funds to supplement salaries of existing African-American faculty and administrative staff, to recruit new minority faculty and administrative staff, and to support the University's very successful Minority Faculty Development Fellowship, which provides financial assistance to students who are working toward graduate degrees in exchange for a candidates' agreeing to teach at the University of West Alabama for at least the number of years they received the fellowship.

Through its tenure and promotion process, the University encourages all faculty to engage in service to the University and surrounding communities. Faculty development funds are provided in each academic department's budget and have been increased each year for the past several years. A faculty research fund is also available to individual faculty through the Provost's Office.

The University also encourages scholarship in the form of research and creative activity among its faculty by providing a sabbatical program for faculty. One of UWA's faculty members is currently on sabbatical leave at the University of Mississippi Medical Center in

Jackson, Mississippi, where she is conducting research in the molecular genetics of hypertension and renal failure.

The University participates fully in the statewide student database, and its Director of Institutional Effectiveness is the Chair of the Higher Education Information Advisory Group established by the Alabama Commission on Higher Education to advise the appropriate ACHE staff by providing information and perspectives important to the progress of the student database projects. In addition, several faculty and administrators have played key roles in the AGSC-STARS program.

Goal 4 - Resources

The University directs its resources not only toward meeting the educational needs of Alabama students, but also the cultural, social, and economic needs of the State.

The Bell Conference Center continues to be the site for numerous community, workforce, health care, and governmental meetings. The following are just a few of the groups that have used the Bell Conference Center: West Alabama Community Traffic Safety, Black Belt Action Commission Committees, Leadership Development Network Conference sponsored by Congressman Artur Davis, Commission on the Future of East Mississippi and West Alabama, West Alabama Regional Alliance, and Childcare Provider Conference.

UWA continues to promote the cause of higher education for the State through its affiliation with the Higher Education Partnership. UWA currently has 175 faculty, staff, and students who are paid members of the Partnership. In addition, 60 UWA students attend Higher Education Day in Montgomery last year, and a goal of 150 students has been set for the upcoming year. One of UWA's students currently serves as the State STARS Coordinator, and the University's Graduate School participates in the Alabama Jobs program held each year in conjunction with Higher Education Day.

The University's Foundation Board continues to be an active part of the University and provides invaluable support for the University and the area that it services. The Foundation's primary efforts continue to be directed toward attracting, receiving, investing, managing, and expending gifts and other resources designated to support the programs of the University and the University's service efforts in the West Alabama area.

Goal 5 - Workforce Development

Through its Department of Technology, the University offers skills development training in its Associate Degree in Industrial Maintenance. All graduates of this program are either currently employed in their field of specialization or continuing their education towards a baccalaureate degree.

UWA's School of Nursing graduates continue to be very successful in securing jobs, with 95% of the most recent Nursing graduates reporting job offers and 100% of those who passed the

NCLEX-RN Exam securing employment. Respondents from the most recent Registered Nursing Program Graduate Survey indicated a salary of between \$14 and \$16 per hour.

The Alabama Onsite Wastewater Association Training Center (AOWATC), located on the UWA campus, continues to conduct licensing classes and continuing education courses for onsite sewage professionals both at the Training Center and across Alabama. The Center provided continuing education and training to approximately 1,200 wastewater system industry professional in the State during the past year. In addition, AOWATC received grants from the U.S. Environmental Protection Agency and the Alabama Department of Environmental Management to perform a septic tank rehabilitation project in the Cahaba River watershed. The ALFA Environmental Hall, a 100-seat classroom, laboratory, offices, and a state-of-the-art wastewater treatment system, was dedicated in April of 2004. This facility supports the role of the AOWATC and is also used by Natural Sciences faculty, University students, and other conservation-minded agencies and organizations.

The University's College of Business houses the Small Business Development Center (SBDC), which enhances economic growth in the local region by making area small businesses more competitive through the provision of entrepreneurial assistance. Also, the Center for Business and Economic Services (CBES) enhances the economic development of the service area by providing information and training to new industry and assisting existing industries with further development.

The University's Regional Center for Community and Economic Development, located across from the President's Office and next to the District Office of Congressman Artur Davis, is working to attract business and industry to the area. The Center recently prepared a recruitment booklet that convinced Mannington Wood Flooring to expand at Port Epes, creating 100+ jobs. Mannington Wood Flooring has recently completed the expansion and is currently in the hiring process. The Center has prepared workforce studies for Greene and Sumter Counties, two of the counties in the West Alabama Regional Alliance, and is in the process of developing similar studies for the remaining three counties. The Center is also working with individuals who desire to establish businesses. In addition, the Center has begun the development of Individual Development Accounts in cooperation with the Federation of Southern Cooperatives and other partners and has hosted the inaugural mayor's conference in the five-county area. The Center was also represented recently at a meeting with a major Canadian wood processing company to explore location of a plant in this area.

All in all, it is clear that the University of West Alabama is utilizing its resources in the most productive fashion to achieve the goals articulated by the State Plan. The results of the alumni survey administered by the Alabama Commission on Government Accountability validate this. The University of West Alabama scored above the state average on eighteen (90%) of the twenty items from the survey. The University also had the highest rating on ten (50%) of the items as follows: the quality of instruction, the quality of advising received, the accessibility of advisors, the preparation to write effectively, the preparation to work with others, faculty caring about students, non-faculty staff caring about students, the undergraduate degree as preparation for current job, the undergraduate degree being worth the time and money invested, and the career services program.